

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2021

Commissioned by



Department for Education

Created by





It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

 $Please visit \underline{gov.uk} for the revised Df Eguidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. Df Een courages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium. \\$

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to <u>publish details</u> of how they spend this funding, including any <u>under-spend from</u> 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 <u>HERE</u>.

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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.

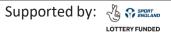
Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances 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	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.
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. Please see note above	0%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	0%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
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?	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>a</u>			ficers guidelines recommend that	Percentage of total allocation:
primary school pupils undertake at le	ast 30 minutes of physical activity a d	lay in school		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?:	Sustainability and suggested next steps:
1. To ensure all pupils under take at least 30 minutes of regular physical activity a day	Offer a variety of lunchtime clubs including a new club of Yoga and Tai Chi	£250	20 pupils have attended Yoga and Tai Chi Club in the Autumn Term	
To increase the range of indoor and outdoor fitness equipment to be used at break		£4500	PE Teacher has more confidence teaching Tai Chi at a lunchtime club.	Will look at the impact a lunchtime Tai Chi club has on concentration in afternoon lessons.
time, lunchtime and during physical intervention sessions	3. New playground markings have been painted. Equipment is available on the playground for pupils to use on the playground markings	£1760	break and lunch time, pupils are stepping up and being leaders and	Ensure staff on duty get out the equipment every break and
	4. 3 wheel scooters and trikes for 3LS and 5LS playground (July 2022)	£900	and communication. To improve pupils balance and coordination and to help pupils be	
5. To improve pupils reaction time and coordination	5. Purchased a set of Speed stacking cups (This has just arrived) (June 2022)	£280	more physically active at break and lunchtime	Staff will be given training enabling classes to use the set















				for intervention work
Key indicator 2: The profile of PESSPA	heing raised across the school as a to	ool for whole sch	ool 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:
Pupil's to take part in Winter Paralympic Event	Classes took part in a Winter Paralympic Festival	£2000	1. Pupils took part in winter themed activities, Curling, ice hockey, Slalom and Sensory slalom. They took part in new activities, learning resilience to	
3. All pupils to take part in a Commonwealth Games Cultural week in June 2022	2. All pupils took part in a School Games week with a focus on the Commonwealth Games		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 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	2. The sharing of activities helps pupils with transition, developing cooperation, resilience and teamwork













	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
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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:
consolidate through practice: 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	 To ensure pupils receive high quality teaching of swimming and pupils with physical disabilities can have their lessons adapted To improve the teaching of movement through dance and yoga The lunchtime supervisors will support sports leaders to deliver physical activity at lunchtime PE teacher has more confidence delivering Disney Girls Play project 	£	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	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
Created by: Physical Active Partnerships	TOLICE	SPORT UK COACHING	dangsayin dangsa	

Key indicator 4: Broader experience of		red to all pupils		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: £1000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Additional achievements:				
 Pupils to attend a North Worcestershire Commonwealth Games Festival Pupils with PMLD to take part in a School Games Sensory Walk 	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			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
 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 	3Pupils 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		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	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













		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	on
		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. 4. The opening up of adventurous activities after Covid has been invaluable the pupils, they are now be planned for next year.	to
5. For Girls to take part in a FA Disney SEND Play project	5. 18 Girls are taking part in the FA Girls SEND Disney Play project	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 5. This project will control to run next academic yet yet yet	











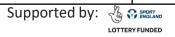


Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation:
				12%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure 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:
Pupils to attend a North Worcestershire Commonwealth Games Festival	25 pupils attended a North Worcestershire Commonwealth Games Festival at Bromsgrove School			to the event and whilst at the
Pupils to attend Panathlon Competition to develop teamwork and confidence	18 pupils attended the North Worcestershire Panathlon at the Ryland Centre		The event fostered teamwork, cooperation skills and determination. The pupils developed communication	
3. Pupils to attend KS2 Boccia Competition to develop target skills, turn taking and communication	18 pupils (4 teams) took part in the North Worcestershire Boccia Competition in March 2022		and cooperation skills through teamwork. One team came 3 rd competing against mainstream schools.	
4. Pupils to take part in house competitions each term to develop a sense of community	27 pupils took part in a Paralympic Games House Competition in September 35 pupils took part in house competitions in December including		Pupils are more confident identifying which house they belong to and developing communication skills with their team.	
5. School Games Day pupils take part in house competitions	team games and New Age Kurling.5.All pupils took part in house competitions, sensory walk, ball		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.	













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

Signed off by	
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











