

# 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](http://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](#).



## 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><b>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</b></p> | <p>Pupils in 8LS are worked towards performing a self-rescue technique.</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><b>N.B.</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>  | <p>0%</p>   |
| <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>  | <p>0%</p>   |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | <p>0%</p>   |
| <p>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?</p>   | <p>No</p>   |

## 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: 2022/23   |  | Total fund allocated:£16480 |                    | Date Updated: July 2023   |   |
|--|--|-----------------------------|--------------------|---|---|
| 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:<br>36.4%  |
| 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:  |
| <ul style="list-style-type: none"> <li>Pupil Voice used to determine what clubs should be offered and what the pupils would like to attend</li> <li>Improve play equipment on the playground</li> <li>To improve the engagement of dance for pupils in a pre-formal class</li> <li>Get quotes for specialist adaptive tricycles</li> </ul> | <ul style="list-style-type: none"> <li>Pupils to choose what clubs they would like to attend</li> <li>Helmets, Scooters, trikes, balance bikes have been purchased for the lower school playground</li> <li>Bike of various sizes have been purchased to develop cycling skills</li> <li>Parachutes, balls, hoops are readily available at break and lunchtime outside</li> <li>Dancefest are delivering 6 weeks of specialist dance to a pre-formal class</li> <li>Three adaptive specialist tricycles purchased</li> </ul> |                             | £6000              | <ul style="list-style-type: none"> <li>Pupils came up with new club ideas Skittles and Boxercise, these have been very well attended</li> <li>Pupils are now more physically active at break and lunchtime</li> <li>This easy access allows pupils to choose what equipment they would like to play with</li> <li>The dance teacher from Dancefest worked with the teacher from 4LS who is now more confident delivering dance to pupils with PMLD</li> <li>Tricycles will be delivered in the autumn term</li> </ul> | <ul style="list-style-type: none"> <li>These clubs are now embedded into the extra-curricular calendar</li> <li>This equipment is very sturdy and will last for many years</li> <li>Give staff training to be confident to use the equipment</li> <li>The class teacher of 4LS is now delivering her own dance theme based around storey telling</li> </ul> |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement   |  |                             |                    |   | Percentage of total allocation:<br>22.6%  |

| 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: | Evidence of impact: what do pupils now know and what can they now do? What has changed?:  | Sustainability and suggested next steps:  |
| <ul style="list-style-type: none"> <li>With the support of the Charity Open Trail improve the access of cycling (balance bikes, trikes, cycling)</li> </ul> | <ul style="list-style-type: none"> <li>Audit the current cycling equipment</li> <li>Open Trail to deliver some workshops</li> <li>Purchase equipment to improve access to cycling</li> <li>Donated bikes have been serviced by Dr Bike (brakes, chains, pedals )</li> </ul> | £ 3730             | <ul style="list-style-type: none"> <li>Current trikes audited and repairs carried out</li> <li>Open Trail are delivering 4 days of bike training to 20 pupils</li> <li>20 Helmets purchased</li> <li>Pupils received bike training from Open Trail</li> </ul> | <ul style="list-style-type: none"> <li>Pupils learning lifelong skills of riding a trike, a balance bike or a pedal bike. Some pupils will learn Level 1 bike ability skills</li> <li>Improve staff training</li> </ul> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport  |  |                    |   | Percentage of total allocation:  |
|--|--|--------------------|---|--|
|  |  |                    |   | 7.6%   |
| 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: | Evidence of impact: what do pupils now know and what can they now do? What has changed?:  | Sustainability and suggested next steps:   |
| <ul style="list-style-type: none"> <li>All staff to receive Cup Stacking training</li> <li>To improve confidence of ECT delivering PE</li> <li>To improve confidence of PE TA delivering PE</li> <li>PE teacher to offer a new activity</li> <li>PE Teacher to attend Primary PE Conference</li> </ul> | <ul style="list-style-type: none"> <li>Staff to use cup stacking as an intervention to improve coordination</li> <li>2 ECT to attend ECT PE Course for ECT (November)</li> <li>PE TA to attend Dance and Yoga training</li> <li>PE teacher to attend Boxercise training</li> </ul> | £1250              | <ul style="list-style-type: none"> <li>60 staff given cup stacking training</li> <li>Two ECT are now more confident in delivering PE, in particular delivering movement through story telling</li> <li>PE TA has just attended GYM, Dance and Yoga</li> </ul> | <ul style="list-style-type: none"> <li>47 staff received fine motor skills training which can be used as an intervention or when teaching</li> <li>Classes to audit their fine motor skills equipment, gaps in equipment to be purchased from April</li> </ul> |

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| <ul style="list-style-type: none"> <li>A class teacher to attend a delivering swimming course</li> </ul> | <ul style="list-style-type: none"> <li>One member of staff attended a two hour swimming course</li> </ul> |  | <p>training (November) she has reported she is now</p> <ul style="list-style-type: none"> <li>more confident when delivering these activities</li> <li>PE teacher is more confident delivering Boxercise as an extra-curricular club in particular how to adapt for seated Boxercise</li> <li>The class teacher is now more confident teaching swimming to beginners</li> </ul> | <ul style="list-style-type: none"> <li>The teacher can advise support staff who support pupils in the pool.</li> </ul> |
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** 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: | Evidence of impact: what do pupils now know and what can they now do? What has changed?:  |
| <p>Additional achievements:</p> <ul style="list-style-type: none"> <li>To offer a wider variety of extracurricular activities</li> </ul>                    | <ul style="list-style-type: none"> <li>Cup Stacking to be offered as an extra-curricular activity</li> <li>Boxercise to be offered as an extra-curricular club</li> <li>Disney Shooting Stars</li> </ul> | £2000              | <ul style="list-style-type: none"> <li>Pupils who are attending the club are improving their fine motor skills</li> <li>Pupils attending Boxercise are improving coordination and strength which will improve skills such a self-propelling a wheelchair</li> <li>Two staff are now trained</li> </ul>  |
|   |  |                    | <p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> <li>The skills learnt can be transferred to improve coordination when eating (using a spoon or knife and fork), holding and using a pen or pencil</li> <li>Boxercise is embedded as an extra-curricular club</li> <li>PE teacher attended a Boxing Activator Course and is now more</li> </ul> |

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|  | <p>SEND club to be set up<br/>(this is a follow on from<br/>the Disney Play set up last<br/>year) (Staff training takes<br/>place 1<sup>st</sup> February)</p> |  | <p>to deliver the FA Girls<br/>Disney Shooting Stars<br/>SEND Football, this new<br/>club will start in April</p> | <p>confident delivering<br/>Boxercise</p> |
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| Key indicator 5: Increased participation in competitive sport   |   |                    |  | Percentage of total allocation:   |
|---|---|--------------------|--|---|
|   |   |                    |  | 21.2%   |
| 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:  |
| <ul style="list-style-type: none"> <li>All pupils to take part in house Competitions each term</li> <li>Increased number of pupils to take part in School Games activities</li> </ul> | <ul style="list-style-type: none"> <li>House Competition Autumn Term based on target games and the Football World Cup</li> <li>3LS, 4LS, 5LS, 6LS 7LS to take part in the School Games Sensory Walk (October)</li> <li>3LS 5LS 6LS to take part in the North Worcestershire Multi Skills Festival (November)</li> <li>6LS &amp; 8LS to take part in the Primary Panathlon(December</li> <li>5 pupils to take part in a North Worcestershire Cup Stacking Competition, this link to the work on cup stacking last year</li> <li>6LS &amp; 8LS to take part in the</li> </ul> | £3500              | <ul style="list-style-type: none"> <li>45 pupils took part in the Worcestershire School Games Sensory Walk at Chadsgrove School. Pupils have more confidence taking part in activities outside including moving through leaves and stroking rough bark</li> <li>27 pupils attended the North Worcestershire Multi Skills Festival at Bromsgrove School. The pupils took part in a variety of new activities that improved their coordination, turn taking and working in a large and noisy environment</li> <li>12 pupils took part in the North Worcestershire Primary Panathlon, in two teams. The pupils learned to work with each other, give support, cooperation, teamwork as well as improving hand eye coordination</li> </ul> | <ul style="list-style-type: none"> <li>This event is embedded into the school calendar</li> <li>Pupils to transfer skills learnt at the festival back into school in PE, in their class, outside at break and lunchtime and when on other trips</li> <li>This event is embedded into the school calendar,</li> <li>Improving social skills once returned to school</li> </ul> |



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|  | <ul style="list-style-type: none"> <li>• KS2 Boccia Competition (April)</li> <li>• 3 pupils to attend a FA Girls Disney Play Football Festival</li> <li>• 3LS, 4LS, 5LS, 7LS to take part in the School Games Sensory Tennis Festival (Summer Term) as part of School Games Week</li> <li>• 6LS to take part in the Worcestershire Commonwealth Games SEND Legacy Festival (10<sup>th</sup> July 23)</li> <li>• All pupils took part in School Games week, the week started with investigating the theme for the week, the Special Olympics, pupils tried Rhythmic Gymnastics, the afternoon saw pupils taking part in an opening ceremony. On the Wednesday pupils took part in a School Games Day, pupils took part in Sensory Tennis, Polybat, Table Cricket, Sensory Walk and wheelchair slalom. Pupils from 8LS were leaders for the Sensory Tennis. On the Thursday pupils took part in Sports Day with field events in the morning and track events in the afternoon. Parents were invited to the afternoon events</li> </ul> |  | <ul style="list-style-type: none"> <li>• 4 pupils took part in the North Worcestershire Cup Stacking Festival, they improved their hand eye coordination, team work, cooperation skills and an excitement to try new cup stacking skills in school</li> <li>• 3 pupils attended the FA girls Football Festival, this is the first time these girls have been to a sport specific event. They did very well taking part in a circuit of activities and staying on task.</li> <li>• 15 pupils from KS2 took part in the KS2 North Worcestershire Competition one team won the competition, they are now representing North Worcestershire at the Worcestershire Summer School Games on 4<sup>th</sup> July</li> <li>• For School Games week, pupils were able to watch pupils with similar abilities to them take part in the Special Olympics they then replicated the activities, this allowed the pupils to gain confidence in their own ability. Sports week allowed the pupils to develop team work whilst working in their houses as well as resilience to compete in front of their peers.</li> <li>• Pupils from 6LS took part in a Commonwealth Games</li> </ul> | <p>The girls have carried on attending the Girls Disney Football club at school showing resilience and commitment</p> <p>Nest term a Rhythmic Gymnastics club will be started</p> |
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|  |  |  | SEND Festival at Bromsgrove School. The pupils tried some new events including bench hockey, football and rhythmic gymnastics. The pupils gained more confidence taking part in activities in a big sports hall and a much noisier environment compared to at school. They developed gross motor skills including balance and coordination. |  |
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|-----------------|---------------------------|
| Signed off by   |                           |
| Head Teacher:   | Deb Rattley               |
| Date:           | 7 <sup>th</sup> July 2023 |
| Subject Leader: | Carina Taylor             |
| Date:           | 2 <sup>nd</sup> July 2023 |
| Governor:       | Lorraine Peterson         |
| Date:           | 7 <sup>th</sup> July 2023 |