

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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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 2022/2023, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/2023	£4,077	This was brought forward from the 22/23 financial year.
Total amount allocated for 2023/24	£17,205	This is the amount allocated on the school's system.
Total allocated in 23/24 financial year	£21,282	Including brought forward reserves
Annual expenditure 23/24 Financial Year	£23,028	Evolve HERO. Costs are around £1,727.27 per month, health and sports mentor
How much (if any) do you intend to carry over from this total fund into 2024/25?	£0	Balance carried over to 24/25 to continue Sports project. Fully spent in 23/24 Financial Year

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 practiced 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>Pupils have a diagnosis of ASC, communication needs and co morbid conditions such as ADHD, hypermobility, learning needs and behavioural difficulties. All pupils need a significantly higher level of support to access swimming than pupils of their chronological age.</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>	<p>Less than 10%</p>

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<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>Pupils have a range of need and can swim with some use of effective strokes and so on</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>All pupils are taught about water safety and have an appropriate awareness around water and being safe.</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 over and above the national curriculum requirements. Have you used it in this way?</p>	<p>Yes/No</p>

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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: 2023/24	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: 20 %	
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:
Pupils will have access to 30 minutes of physical activities during the day through a range of different physical activity opportunities.	Students will take part in a range of different activities designed to encourage daily physical activity. This will be made up of PE, therapeutic services and regular movement breaks through wake and shake.	Funding pays for a Health Mentor who supports pupils and staff in recognising and planning the importance of physical activities.	Pupils have greater motivation to be active and will request games and particular dance videos to engage in learning breaks that are physical	Develop and improve structured lunchtime clubs with a physical aspect to them designed to motivate pupils. Curriculum ensures high quality PE sessions
Children will have access to a range of physical activities at Lunchtimes as well as introducing after-school provision	Lunchtime clubs will have a sports focus to them where possible. Pupil voice with health and wellbeing focus to determine after-school provision that is offered to a range of pupils.		Pupils engage with a range of lunchtime clubs and participate in a range of different physical activity opportunities across the school day.	As cohorts of pupils change activities and ways of encouraging physical activities should be considered. Providing accessible and adapted provision may be suitable in some instances
Pupils will have a growing awareness of the benefits of being active in PE, learning breaks, structured therapeutic sessions and in play			Pupils experience opportunities to engage, compete and be inspired by others at sporting events.	Engage with our School Games organiser an Active Partnership (Sport Birmingham) to identify a regular calendar of events the school can attend, support and in future, host.

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				20%
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:
Ensure staffing at all levels understand the importance of physical activities and team working and collaborations	Lunchtime staff CPD sessions based around play and engagement. Staff CPD and engagement through team teaching to upskill staff with lower confidence and knowledge	Funding pays for a health mentor who supports pupils and staff in recognising and planning the importance of physical activities.	Pupils are able to engage with lots of opportunities to be physical in school and can identify the importance of this Pupils are able to access the sports mentor and understand the role he plays in delivering and improving physical activity Pupils and families engage with school to widen the participation opportunities within and beyond school, in the local community.	Ongoing need to train staff and resource opportunities for pupils.

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				20%
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:
Pupils will have access to high quality PE lessons that are motivating and engaging	Support given to staff in delivery of PE sessions. Health Mentor will model and team teach sessions to raise confidence.	Funding pays for a health mentor who supports pupils and staff in recognising and planning the importance of physical activities.	Staff have a greater understanding on how to deliver effective PE session Staff have a greater awareness of the impact and importance in their role in delivering PE in school.	Staff will have an increased confidence in delivering PE lessons. Next steps will look at improving the curriculum offer to ensure a greater breadth and depth of opportunities.
Pupils in year 6 will have access to supported swimming by a member of staff who understands their need alongside being able to teach swimming.	Member of staff to attend formal training.	Additional funding of £300 to cover course and cover costs	For 23 /34 school staff will be better equipped to teach swimming.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 20%
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:
Implementation of Theralympics to improve fine and gross motor skills to complement the delivery of PE and fundamental skills.	Children highlighted by the schools OT (occupational therapist) to take part in Theralympics throughout the week.	Funding pays for a health mentor who supports pupils and staff in recognising and planning the importance of physical activities and will source and support sports events.	Fewer children will require targeted or specialised support from the schools OT. Children's fine and gross motor skills will have improved with noticeable improvements across other subject areas.	Staff will have an increased confidence in delivering PE lessons. Next steps will look at improving the curriculum offer to ensure a greater breadth and depth of opportunities.
Introduction of a whole school PE curriculum through EQUALS scheme of work, to develop on skills yearly with linked progression of skills.	Curriculum to be shared with staff and training session to be offered to show best practice.		Children will receive a broad and balanced PE curriculum that is appropriate to their needs. Staff will be better equipped to deliver a higher standard of PE lessons.	Ongoing need to train staff and resource opportunities for pupils.
Develop a broad range of skills and activities offered within the PE curriculum and beyond in lunchtime and after school clubs to meet the specific needs of pupils.	Lunch time clubs linked to pupil voice to ensure pupils have the opportunities to access sports of their interest. After school clubs to be offered by evolve health mentor.		Pupils that engage with clubs will improve their social skills. Opportunities provided to families through sign posting to engage with accessible community sports and clubs.	Engagement with inclusive sports clubs in the community. Parent child sport workshops within school.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20%
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:
Attend school games competitions, ensuring less active, disengaged, gifted and talented pupils have the opportunity to experience competitive sport. Identify appropriate games and competitions for children to attend.	Ensure the curriculum is balanced and give opportunities to experience playing competitive sport before attending competitions. Support pupils to accept and be good sportsmen showing appreciation for sport and their team mates.	£0	Pupils have accessed and engaged with the school games visions and values throughout the year. Providing a positive experience of sport. Pupils demonstrate a love of sport and competition. They show teamwork and can play competitive team games.	Continue to identify accessible games for children to attend as well as integrating pupils into mainstream competitions and building own partnerships with local schools for non-competitive events

Signed off by	
Head Teacher:	Emma Pearce
Date:	12/07/2024
Subject Leader:	Tom L
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Governor:	
Date:	