

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](#).



Created by:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£16,500
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£16,500
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,500

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 2022.</p> <p>Please see note above</p>	55%
<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>	55%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	91%
<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

Created by:



Supported by:



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: 2021/22		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: %
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:
To improve the quality and variety of physical activity at playtimes	To employ 2 additional part time teaching assistants to support outdoor physical activities during playtimes.		£2,688 contribution towards salaries	Pupils have access to a wider variety of activities at playtime and are therefore more engaged in physical activity.	Development of lunchtime clubs that encourage physical activity.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					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:
To extend the range and frequency of sporting events and physical activity throughout the school day/terms/year.	The Sports Coach is employed to organise a range of sporting and physical activities in order to raise the profile of sports and pupil participation.		£6,000 contribution towards salary	Pupils have access to a wider range and higher frequency of sporting activities. All classes have regular access to sporting events throughout the school year, having a positive impact on	Continue to employ the Sports Coach to keep a high profile of physical activity and sports in school.

Created by:



Supported by:



			health and wellbeing.	
--	--	--	-----------------------	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:
17%

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:
Staff will fully utilize the Real PE online platform in order to develop their subject knowledge, having a positive impact on the quality of PE teaching.	All teachers use Real PE online platform to plan and deliver lessons. WF to lead teacher training session to explore Jasmine platform and provide year group starting points for each class. Children move through the different challenge levels for specific skills being taught.	£495	Clear assessment against skills and values. Clear baseline against core physical skills is collected for all pupils. Individual challenges set for pupils for next academic year.	Real PE is embedded throughout the school long term and staff are able to use skills and strategies throughout their teaching careers.
	Ensure that all staff have Real PE training and that this is regularly updated to increase staff knowledge and skills.	£2,290	Staff will be confident in using Real PE approaches to support the development of their pupils' physical and theoretical skills in PE. Staff will have a clear	Real PE is used alongside other resources/expertise to map out the cumulative and sequential PE curriculum across the school.

			framework to follow in order to ensure a cumulative and sequential curriculum for all.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 28%
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 to take part in swimming lessons on site in every year group in order to increase water confidence, self-rescue skills, stroke skills and distance swimming.	Hire of Solihull Swim Stars onsite pool and swimming teacher to provide a bespoke, intensive programme of lessons for pupils in every Key Stages 1-3 (catch up for missed swimming during Covid-19 Pandemic in Key Stage 3)	£4,550	Pupils in all year groups are more confident swimmers, have increased their variety and confidence in different strokes, water confidence and self-rescue skills.	Continue to hire through Solihull Swim Stars every year in order to provide a bespoke and extended package of school swimming and water confidence experiences.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
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:
More staff will be trained to drive the minibus so that they are able to transport pupils to competitive sporting activities.	3 x Primary staff to complete the Midas Minibus training and transport pupils to sporting events	£159 x 3 = £477	Pupils are able to attend more competitive sporting events.	Membership of SENDactive Partnership to be reintroduced in order to increase opportunities for competitive sporting events with other special schools in the West Midlands.

Created by:



Supported by:

