

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31<sup>st</sup> July 2021** at the latest.

**\*\* In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31<sup>st</sup> March 2021.**

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](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>Entered and participated in 10 separate competitions and external games tournaments, increasing participation.</li> <li>Taking part in annual inclusive games for our SEND children</li> <li>Swimming figures are improving through the Key Stages and also the teaching of swimming has drastically improved since moving back to Harborne</li> <li>Providing opportunities for outdoor adventurous activities through annual residential trips.</li> <li>A continued focus on the development of staff for improved teacher lead lessons</li> <li>PE continued to be a key focus within the key worker groups which was led by all staff working during the first Covid-19 Lockdown.</li> <li>On target to achieving GOLD School Games Mark for the Third year running, however this was changed to a commitment to sport award for 2019-20 as all outside competitions were cancelled.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to upskill new staff, student teachers and NQT's</li> <li>Push for all year 6 pupils to achieve a minimum of 25m and include water rescue training.</li> <li>Pathways for our Gymnastics gifted and talented children</li> <li>Even stronger links with the local Caritas Schools to further develop our PE at Curriculum Level and sports competitions through the new 'Building the Kingdom' framework.</li> <li>Focus on a 3 core sports to increase participation and Performance (Basketball/Netball, Gymnastics and Football)</li> <li>Teacher led sports Clubs to increase subject knowledge, confidence and pupil participation</li> <li>A big focus on the importance of Physical activity related to physical health and mental wellbeing for our children, learned through the recovery PE curriculum from September 2020</li> <li>Introduce the SHARP's Principles into all curriculum based PE lessons through a hole school approach to get the most out of all the children being physically activity for longer and more lesson</li> <li>Develop Bubble based Class leaders across all of the Key Stages</li> </ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES/NO \* Delete as applicable

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

<b>Academic Year: September 2020 to March 2021</b>	<b>Total fund carried over: £0 No underspend rolled over</b>	<b>Date Updated: November 2020</b>		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: <b>£0</b>
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:

<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.</p>	<p>(Due to COVID-19) We are not currently going swimming due to our baths being closed to schools and also decided not to attend swimming in order to keep our children safe from possible infections. This decision is to be reviewed termly and for restrictions to be eased.</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>N/A %</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>N/A %</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>N/A %</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>Yes, our aim is to attend swimming lessons in the Spring and Summer Term 2021 in which a health portion of SP will be used to offer intensive Top up Swimming.</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: 2020/21		Total fund allocated: <b>£17,740</b>		Date Updated: November 2020	
<b>Key indicator 1:</b> 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:
					<b>78%</b>
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:
Class Bubble Sports Equipment	<ul style="list-style-type: none"> <li>Purchase appropriate cleanable sport equipment for their own class Covid-19 Bubble.</li> </ul>		£1500	More children being active through use of the equipment during Breaks, lunch time and golden time activities.	Extra Equipment purchased in order to replenish class stock if broken or lost to ensure active playtimes.
Boxing Equipment for Yr6 Bubble Only	<ul style="list-style-type: none"> <li>To offer something new and exciting for Year 6.</li> </ul>		£290	Year 6 children being active, trusted and more disciplined through the use of this equipment during PE to develop fitness/ health and mental well being	Equipment reviewed regularly and upgraded when needed.
OAA Residential <i>Coordinating a week residential for Year 6 In March 2021 if not (Summer2) at Grittleton House (In2Action Outdoor Activity Centre).</i>  <i>Weekend residential for Year 5 at Colomendy Retreat in Wales (April 2021)</i>	<ul style="list-style-type: none"> <li>Increase the range of activities available in order to give pupils a broader experience of outdoor pursuits.</li> </ul>		£8000	More pupil's active and developing life skills and experiencing activities that they would not normally having had the chance of taking part in, especially being from a deprived ward of Birmingham.	School committed to continue annually from school fund in order to subsidise for our most venerable families.

Additional Intensive Top Up Swimming (Whole School KS1 & KS2)	<ul style="list-style-type: none"> <li>The aim is for this to take place during the Spring and Summer Terms at Harborne Baths if permitted and is safe to attend.</li> </ul>	£2000-£4000	<p>This is to really to reintroduce the importance of swimming being a much need life skill and for all our children to catch up on valuable swimming lessons that they have missed out on during the Covid-19 pandemic.</p> <ul style="list-style-type: none"> <li><i>Our current Year 6 leavers will hopefully leave school with being able to swim a minimum of 25 Metres.</i></li> </ul>	
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<p><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: <b>2%</b></p>
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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:
<p>Leadership and Sports Leadership (Individual Class Bubbles Working together)</p> <p>Health for Life – whole school development (2020-21)</p>	<p>For each whole class in KS2 to develop as Playground leaders, through their own class bubble and to organise and run playtimes with their bubble equipment. Teachers and Lunch timer supervisors to offer support.</p> <p>To continue to embed an understanding for our children and parents to achieve lifelong healthy lifestyles.</p>	£50 Per Class x7 (£350)	<p>Increase the confidence of our young pupils to deliver playground games and play lead their own class and friends.</p> <p>Delivered through PE Lessons, lunch / Play times and also class room based learning such as PATHS, Science and PHSE. <i>Covered in the new curriculum of 'Building the Kingdom'</i></p>	<p>Will continue through behaviour incentives and G2BG.</p> <p>Continually linked to all aspects of the curriculum</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				<b>11%</b>
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:
Areas around upskilling all staff through CPD and in school development. (Whole School Staff Meeting)	Identifying and choosing the correct courses to aid teacher development.	<b>£1,000</b>	Greater subject knowledge of staff through observations and teacher feedback	Staff becoming more qualified and confident in their own delivery of PE and sport
Online Zoom/Teams Courses around both Staff and Children's Physical/Mental Health and Well Being.	Identifying and choosing the correct courses to aid teacher and pupil development.	<b>£1,000</b>	Greater understanding of the importance of Physical/mental health and wellbeing, both from a personal perspective and from the experiences our children go through. Especially since the nationwide lockdowns due to the pandemic and within the school recovery curriculum.	Staff becoming more self-aware and understanding signals of stress and anxiety, with coping strategies in hand to help deal with both personal and work life issues.  For Staff to recognise when children maybe experiencing tough times or anxieties and be competent enough to deal with them appropriately.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				<b>8%</b>
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:

<p>Aston Villa Offering a 10-week programme teaching and CPD programme for staff and Children</p> <p>ACE Cricket Programme with Danny Maskell</p>	<p>Children Being active in their core subjects during the sessions with a coach leading both platforms</p>	<p>Free</p> <p>Free</p>	<p>This programme aims to inspire our school children in everything from numeracy and literacy to PE, health &amp; wellbeing.</p>	
<p>Step 8 Curriculum Bubble Dance &amp; Gymnastics sessions Monday and Tuesdays</p>	<p>To maintain the consistency of bubble sessions with external providers so thing can offer some form of normality to our children who have been inactive for over 6 months</p>	<p>£1000</p>	<p>These sessions offer all of our children to take part in a variety of fun, structured activities which we hope will increase their confidence to perform, but also to target extra physical activity.</p>	
<p>Class Bubble After School Sports Provision and Clubs</p>	<ul style="list-style-type: none"> <li>• Multi Skills (Fit and Active Club) KS1</li> <li>• Multi Sports (Fit and Active) KS2</li> <li>• Dance Club KS2</li> </ul>	<p>£400</p>	<p>The improvement of children's behaviour and life skills / experience through sport.</p> <p>NQT's and teachers delivering sports clubs, to allow children to be taught by a ranger of school teachers.</p>	<p>Teachers to take an active role in the delivery of clubs.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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:
<p>Introduce further sporting opportunities and offer children the chance to represent the school at competitions through virtual means.</p> <p>Online Personal challenges and Video link competitions through sent video</p>	<p>School Games Jo Nightingale (Hamstead Hall) <i>(Virtual Competitions in Gymnastics, Dance &amp; Personal Challenges)</i></p> <p><i>Competitions to be reviewed on Tier systems, looking forward towards Spring/Summer terms 2021</i></p> <ul style="list-style-type: none"> <li>Aston Schools Football Association</li> <li>Birmingham Catholic School Sports Association <i>(Additional Competitions in Basketball and Netball)</i></li> <li>Caritas Christi in Urbe Sports <i>(Inclusive Boccia and New Age Curling Festivals for our SEND &amp; Least Active Children)</i></li> </ul>	<p>Free</p> <p>There Would be a membership cost</p> <p>TBC Projected £200</p>	<p>This still offers and fulfils our participation within school wide competition, all be it, virtual. This still allows our children to compete against neighbouring schools through posting our results online.</p> <p>Resources, Guidance and Activities</p> <p>Promoting our children to do their personal best and push/challenge themselves in avenues of sport and competition in order to succeed.</p>	<p>To be Implemented into all aspects of PE and Sport throughout school until outside comeptitions return.</p> <p>Teachers to take a proactive role in offering internal (Intra Comps) that tie in with the topic they have been delivering to their class.</p>

Signed off by

Created by:



Supported by:



Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	