

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 <u>gov.uk</u> 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 <u>publish details</u> 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 2023.

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Details with regard to funding Please complete the table below.

Total amount allocated for 2023/24	£16 760
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2024/25	£16 700
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025.	£16 700

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	41%	7/17
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	41%	7/17
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	41%	7/17
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	53%	9/17
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

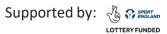
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2024/25	Total fund allocated: £16 700	Date Updated:	September 2024	
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: 39%
Intent	Implementation		Impact	£6,500
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:
Children engage in physical activity throughout the school day and beyond the school day (after school clubs).	ASM Sports to lead two physical activity after school clubs each term, to extend the amount of physical activity. ASM Sports to lead two lunchtime clubs to engage children in physical activity and to target children who have limited physical activity during break times.	£2,500	school physical activity, focus on children with limited access to physical activity at home. Increased engagement in physical activity during the lunch hour has improved children's health and fitness, social skills	clubs. Moving forwards staff will be expected to deliver an after school club for half of the year (3 x half terms).
	Playground equipment purchased to promote physical activity during break times.	£500	Children's activity levels, which decreased due to COVID, are increased and gaps diminished.	iditelitime stall and TAS off duty
	ASM Sports to provide play leader training / first aid training to Year 5 and 6 children, enabling them to	£500	esteem of children who are	Play leader training is extended to Year 5 and 6 children so that they can engage younger













	facilitate physical activity with younger children on the playground. Offer a broad range of sporting opportunities through the curriculum and through extended provision.	(see above)	activity. Children are exposed to a wide range of sports which encourage participation and appeal widely.	they move to Year 5.
	Provide extra-curricular provision for pupils with low self-esteem in physical activity, this may include interventions such as Cool Kids. - Worcestershire OT intervention used instead.	£500	Children are targeted for physical activity to diminish the gaps in children's activity levels	The school attracts a range of providers to lease hall / field space to, generating greater opportunities for activity within the area. National Lottery funding to support families in need of financial support.
	Provide resources to promote physical development of children with complex SEND needs.	£500	Children have opportunities to engage with resources designed to support physical development and sensory needs,	Staff to be trained in use of equipment, which will support current children and future cohorts of children.
Key indicator 2: The profile of PESSPA	A being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation: 15%
Intent	Implementation		Impact	£2,440
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:











Children attend swimming lessons to increase the percentage of pupils leaving year 6 with national requirements.	Top up swimming lessons to be provided for those who fall below the expected standards by the end of Year 5 and 6	£990	100% of children in Year 6 are able to use a range of strokes to swim.	
	PE Lead to track progress in swimming and gather data on all classes swimming.	£150	100% of children are able to perform a safe self-rescue in different water-based situations	
Adapt the PE curriculum to encourage participation in sport and to raise the profile of PE.	PE lead to review long term and medium term plans to ensure children are offered a range of physical activity and to learn new skills.	£300	Staff and sports coaches are aware of the skills and knowledge that needs to be covered this year.	Continue to update the LTP and MTP to reflect the impact of school closures to diminish any gaps created.
	Attainment and progress tracked through ASM portal,	(inclusive ASM)	Pupils have made progress to place them in line with their current year group	
	Gaps in equipment for sports highlighted and purchased.	£1,000	expectations.	
Key indicator 3: Increased confidence	, knowledge and skills of all staff in te	eaching PE and sp	ort	Percentage of total allocation:
				33%
Intent	Implementation		Impact	£5,500
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 continue to maintain high quality PE teaching and learning through team-teaching and coaching.	ASM Sports to provide coaching support to teachers and teaching assistants, to support and enhance their confidence, subject knowledge and skill in the delivery of PE.	£5,500	Staff understand the PE curriculum and are more confident and competent in the delivery of skills-based lessons.	External coaches have supported staff, allowing staff to increase their knowledge and understanding of high-quality teaching, delivery of activities and assessment. This has increased capacity and sustainability.
Teachers to become more confident in delivering physical education and assessing pupils across all areas of PE.	ASM Lead to complete termly lesson observation and learning walks. Audit available resources and	(inclusive ASM) £1,000 (see	demonstrate positive attitudes to health and well-being.	MTP plans demonstrate a progression of skill. Quality of teaching in PE is enhanced and improved,
		above)	equipment to deliver high quality PE lessons.	for pupils over time. Appropriate resources are in place to ensure PE is delivered effectively.
To provide CPD for staff to support the teaching of gymnastics, dance and OAA.	Provide teachers with further CPD to enhance their confidence and knowledge when delivering sport. PE lead to work with the Sports coaches to ensure that the lessons taught are tailored to the LTP to ensure they are progressive and build on prior learning.	£5,500 (see above)	Teachers plan for cross curricular links e.g. Athletics - Greek Olympics. This engages pupils and helps them to embed knowledge and skills into long-term memory.	Due to restrictions during the last academic year, some staff have had limited CPD in our focus areas of PE. This year, focus CPD will be provided on gymnastics, dance and OAA
	Sports coaches to support the		Staff understand how to deliver	













	teaching of gymnastics, dance and OAA. Sports coaches will work with all teaching staff to develop and embed understanding of how to teach gymnastics and dance, including warming up, progression of skills, differentiation, health and safety and cooling down.	£5,500 (see above)	OAA, gymnastics and dance and are more confident and competent in delivering lessons. Lessons are well planned and sequenced to develop skill and children's knowledge of how to stay healthy.	
	already in school and to facilitate effective teaching and learning	above)	Equipment enhances the provision within school, facilitating better outcomes for pupils.	
Key indicator 4: Broader experience o	f a range of sports and activities offe	ered to all pupils		Percentage of total allocation: 9%
Intent	Implementation		Impact	£1,535
Your school focus should be clear what you want the pupils to know and be able to do and about	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:
what they need to learn and to consolidate through practice:			can they now do? What has changed?:	
what they need to learn and to	Offer a range of sporting clubs for pupils to participate in afterschool. These include Archery, Dodgeball, Football, Gymnastics and Netball.	above)	changed?: Children are exposed to a wider	Provision is enhanced to include resources which encourage broader experiences.











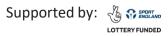


	Coaching from British Cycling at Cannock Chase. Purchase equipment to support the delivery of a broader range of activity during after school clubs (Archery, Boccia, Table Tennis).	Funding £750	Increased confidence and self- esteem of pupils when engaging in PE lessons.	such sessions in the future.
Raise the profile of outdoor and adventurous activity, particularly orienteering, to provide crosscurricular opportunities.	Renew Enrich subscription £50 Offer an alternative outdoor and adventurous activity for children in Year 5/6 as an alternative to residential trip. Extend this to Children in Year ¾ (Go Ape)	£710	OAA and orienteering are taught effectively and children have the opportunity to apply cross curricular learning. Children are enthusiastic about OAA and this enhances their use of outdoor spaces beyond the PE curriculum.	Provision for OAA and Orienteering is enhanced to ensure effective teaching and learning.
Key indicator 5: Increased part	icipation in competitive sport			Percentage of total allocation:
	T		T	5%
Intent	Implementation		Impact	£800
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:
what they need to learn and to consolidate through practice:			changed?	
1	Inter-school competitions are participated in termly to increase the amount of competitive sports the children participate in.	(transport)	Children feel a sense of pride in their achievement and the achievements of others. All children have taken part in	Engage pupils in competing in a range of sports through appropriate competition (inspire, engage, compete).











25% of pupils attend external	competitive sports the children		
competitive port events during the	participate in.	A quarter of all pupils have	
academic year.		competed in events beyond the	
		school / MAT.	













Signed off by	
Head Teacher:	Sarah Powell
Date:	04.09.24
Subject Leader:	Sarah Powell
Date:	04.09.24
Governor:	Ashley Knibbs
Date:	12.11.24











