



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

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 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 **31st July 2020** at the latest.

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 2020. 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.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Development and enhancement of teaching of dance • Extracurricular provision • Levels of engagement in activity during lockdown. 	Developing curriculum around COVID restrictions. Developing extra-curricular opportunities around COVID restrictions. Maintaining levels of activity during restrictions Training of new staff

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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 2020.	82.3%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	48.3%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	48.3%
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?	Yes/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: 2022/23		Total fund allocated: £17,700		Date Updated: July 2023	
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					<p>Percentage of total allocation:</p> <p>£10135</p> <p>57%</p>
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 provide the children with regular opportunities for physical activity throughout the school day.	<ul style="list-style-type: none"> P.E coordinator and PE coach will audit the PE equipment and order new equipment, as and when necessary. Investment made into North Solihull School Sports package Investment in Kagan training to encourage active learning in class, releasing our Kagan trainer to work with staff. Purchasing equipment to allow children to access a broad curriculum of sports and give them the opportunity to play these during lunchtime. As well as supplementing the PE curriculum Run Bikeability and Scootability sessions to encourage children 	<p>£400 kits</p> <p>2160</p> <p>400</p> <p>3550</p>	<p>Activity levels in all areas of the curriculum continue to be high.</p> <p>After school provision and attendance returning to pre covid levels.</p> <p>Engagement during break and dinner times increased, particularly due to Play Leaders and new equipment.</p> <p>Confidence of children increased both leaders and those taking part.</p> <p>More girl engagement in activities.</p>	<p>To ensure equipment is audited/checked frequently to ensure the necessary equipment is available for lessons and clubs.</p> <p>Review the storage of equipment and useage to ensure the longevity of equipment.</p>	

	<p>to actively travel to school.</p> <ul style="list-style-type: none"> • Use of sports coach and class teachers to develop a broad extra- curricular timetable that offers something for all children throughout the week. • Empowering Girls program • Purchase of improved PE scheme. 		Staff training had a visible impact on lessons across the curriculum being more active tying in with KAGAN approaches.	
Embed the 30:30 initiatives across school. Ensuring all children in ks1 & 2 take part in at least 30 minutes of activity inside and outside of school.	<ul style="list-style-type: none"> • Extra member of staff deliver daily mile for 30 minute a day. 	<p>Training</p> <p>£500</p> <p>Part of sports coach role see details below</p>	<p>Children have more awareness of keeping active that isn't necessarily part of a PE activity.</p> <p>Children knowing the impact that walking has both on physical and mental health</p>	<p>Continue to set different challenges each week – cross-curricular – base it on a journey to a country/place they are studying in their class,</p> <p>We also plan to ensure that children carry on their active lives outside of school as this can help with their mental well-being as well as keeping fit and healthy. We are looking at involving community clubs.</p>
Run Bikeability and Scootability sessions to encourage children to actively travel to school.	<ul style="list-style-type: none"> • Contact Solihull Council • Organise dates for ks2 • Send ks1 teacher on a course to teach to ks1. • Bikes hired so that all 	£200	<p>All children who took part in Y5 bikeability passed with the highest participation rates we have had.</p> <p>Scooterbility was a success with children gaining greatly in confidence.</p>	<p>Is there scope to have the cycling club return for extra curricular?</p> <p>What can we put in place earlier for children who cannot</p>

	children could participate, including adapted bike for pupil's needs			ride a bike? Some children have never attempted riding a bike previous to this. A number of children opt out of biking on residential how can we decrease this?
Develop a broad extra-curricular timetable that offers something for every pupil every day both before and after school	<ul style="list-style-type: none"> • Use of teachers. • Use of sports coach. • Develop a timetable that involves teachers and specialist 	£2925	Wide range of clubs offered both before and after school. Levels on offer returned to pre COVID levels.	To ensure there is still a wide range of clubs offered. To encourage non-attendees to attend.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				£250 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:
<ul style="list-style-type: none"> • Encourage sports activities and team play by providing awards for lunchtime competitions. 	<ul style="list-style-type: none"> • Purchase sports awards. • Link units of work to the school virtues and sports values. 	£250	Children were encouraged to demonstrate the skills learnt during lunchtimes and playground leaders led games around PE units and gave out prizes (housepoints) We did promote via digital	Continue to promote via twitter and newsletter.

			means across school and sport was well promoted via newsletter.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£3465.50 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:
<ul style="list-style-type: none"> Purchase new scheme to support and develop PE further 	<ul style="list-style-type: none"> Review a range of schemes to support delivery of curriculum. NS sports partnership Liaise with Unity PE lead and other schools Review with sample of staff. Support implantation of scheme with CPD and bespoke support where appropriate. Review implantation regularly. 	£395	ECTs who had limited experience and training of teaching PE feel more confident with planning and sequencing of lessons. Lessons observed saw good balance of use of videos alongside live demonstrations from staff and pupils as and when appropriate. Developed technical vocabulary of staff and pupils in particular of non-specialists.	How to share this practice under executive headship model across sister school
<ul style="list-style-type: none"> Develop ECT'S knowledge and skills of PE. 	<ul style="list-style-type: none"> Book CPD courses for NQT'S Have subject lead come out of class to mentor ECT'S in their PE lessons and develop staff as needed. Have specialists come in and team teach alongside ECT. Use of sports coach 	£500 Subject leader time Use of Unity sports leader for development £1000 £1170	Through work with Unity sports leader and subject leader ECTs were coached. This developed their confidence across all areas of PE. As a result their practice became consistently good.	Due to maternity leaves and staff moving on training new staff joining us to maintain high standard of PE teaching

<ul style="list-style-type: none"> Design a calendar of CPD opportunities for staff. 	<ul style="list-style-type: none"> Provide questionnaires to staff to highlight where they are least confident. Book CPD courses for relevant staff. 	<p>Subject leader time: £150</p> <p>Courses / Cover: £250</p>	<p>Staff audits identified areas of strength that could be used to support others</p>	<p>Repeat staff audits to see impact in Autumn term and review any next steps from this given new staff joining.</p>
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<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation:</p> <p>£3265.50 18%</p>
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Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> Provide lunchtime activities to children with a range of sports offered. 	<ul style="list-style-type: none"> Lunchtime leaders and sports coach to have training on different games to teach children. 	<p>£1462.50</p>	<p>PE leader worked with lunchtime staff to help with delivering different games and activities at lunchtime.</p> <p>Year 5 playground leaders had training with PE leader this was over several weeks after school. The children then led different group each day and led a variety of activities during lunch.</p> <p>A wide range of games were always on offer at lunchtimes, some led by children, some led by adults and some were played independently by children.</p>	<p>To reintroduce sports councillors to get their involvement with the delivery of lunchtime activities.</p> <p>To regularly monitor the activities led.</p> <p>To record sessions so that new children can see / learn from as part of the training programme for this</p>

<ul style="list-style-type: none"> To offer trips to different sporting events to inspire children to take part in a range of sports. 	<ul style="list-style-type: none"> Book a variety of sporting trips to cater for both key stages. Subsidising residential trip for OAA. 	£1800	<p>Increased offer of sporting events.</p> <ul style="list-style-type: none"> Coaches to regional and MAC sporting events throughout the year – athletics x 2, rugby, Aston Villa training ground trampolining for y6 Trip to Women’s football match <p>This saw in a significant increase in the participation of girls confidence in PE and take up of clubs</p>	Continue to balance the rising cost of travel with opportunities for the children.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£585 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:
<ul style="list-style-type: none"> To begin to offer inter house competition at lunchtime. To offer intra house competitions. 	<ul style="list-style-type: none"> Timetable inter house competitions on the MUGA. Make sure the timetable is rotated so that each year group get to take part. make sure the children have a wide range of Intra house competitions available. 	Part of sports coach role as per KI £585	Higher participation of children in competitive sport.	To ensure this happens on a more regular basis. Re-establish sports council <ul style="list-style-type: none"> To create a timetable for a range of intra house competitions. Collect data to make sure every child has a chance to take part in after school competitions.

To continue to offer children a wide range of sporting experiences outside of school				
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Signed off by	
Head Teacher:	CFLAHERTY
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Date:	July 2023
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Date:	July 2023