

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by

Department  
for Education

Created by

  YOUTH

 Education  . 

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](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, 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 2022. To see an example of how to complete the table please click [HERE](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£17,780
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18,440
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 18,440

## 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><b>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</b></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 2020.</p> <p>Please see note above</p>	30/54 56%
<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>	17/54 32%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	30/54 56%
<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>	Yes/No

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.

<b>Academic Year:</b> 2021/22		<b>Total fund allocated:</b> £18,440		<b>Date Updated:</b> June 2022		
<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>26%</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?	
<ul style="list-style-type: none"> <li>Engage and involve parents and children in healthy eating and healthy living activities that can be followed collaboratively both at school and at home (linked to Health for Life Programme ).</li> <li>Introduce catch up swimming sessions for Y6 pupils (missed 2 years due to Covid)</li> <li>To inspire children (Upper Key Stage 2) about the importance of improving and maintaining their mental health and personal hygiene and be able to verbalise this.</li> </ul>		<ul style="list-style-type: none"> <li>Introduce the Health for Life Programme in school and organise physical activities linked to this e.g. healthy cooking, involving parents, intra-sports competitions (buy medals, badges etc).</li> <li>Coordinate senior staff to work with Handsworth Baths to teach non 25m swimmers</li> <li>To inspire children (Upper Key Stage 2) about the importance of improving and maintaining their mental health and personal hygiene – School nurse</li> </ul>		£500 (moved to 2022/23)  £1500  £1,900	Children can articulate the importance of healthy eating and how to maintain a positive mental health.  26 pupils had extra sessions and 18 progressed to 25m  100% of the children in KS2 were engaged in Mental Health Sessions.	The Health for Life Programme has taken longer to set up in school this year than anticipated. Next step is to start the planting and growing of vegetables in school, so this intended activity will happen in the new academic year.  This to be carried on into the new academic year.  Mental Health will continue to be a main focus for school. Mental Wellbeing Champions to work on school on this moving forwards.

Created by:



Supported by:



<ul style="list-style-type: none"> <li>Sports coach employed for after school to engage different sections of pupils in physical activity.</li> <li>To invest in sports activities during breakfast club. This will include wake up, shake up for all children in breakfast club.</li> </ul>	<ul style="list-style-type: none"> <li>Sports Provider to come in on a staggered timetable to provide sufficient, structured activity for children of all ability. Multi-skills to target improvement of fundamental movement skills, tactics and teamwork.</li> <li>Dance coach to be hired 1 a week before school (half a term).</li> </ul>	<p>£1,200</p> <p>£180.00</p>	<p>Children were engaged in activities provided after school.</p> <p>The children are being active during their lunchbreaks and having a positive behaviour outside the classroom.</p> <p>The children are energised in the mornings and ready to learn.</p>	<p>Use of school council to ascertain cthe clubs pupils would like (and new clubs to try) Developed through 2022/23 with a wider range of clubs and age groups catered for.</p> <p>Not achieved this year, due to company used for this club have been unable to recruit new staff this year. This will continue to be looked into for next academic year.</p>
--	---	------------------------------	--	--

<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>	<p>Percentage of total allocation:</p> <p><b>9%</b></p>
--	---

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"> <li>To continue membership of the Hamstead Hall Partnership, in order to support PE lead, staff and children with maintaining high quality Physical Activity.</li> <li>Continue embedding the new PE Scheme of Work (PE Hub) across the school. Purchase PE equipment to ensure children have the necessary tools to receive quality PE lessons and fulfil their potential.</li> </ul>	<ul style="list-style-type: none"> <li>PE-Lead to attend Partnership meetings to discuss how they can support during the academic year. Selection of CPD coaching sessions within PE to support staff with teaching new sports. (Swimming, gymnastics and archery). Children to participate in Level 2 inclusive competition, which will support in achieving the School Games Mark.</li> <li>PE Lead to train new staff in how to use the scheme of work. PE Lead to complete inventory list of current equipment, map out long-term plans for PE and agree on equipment and apparatus required to teach challenging lessons both indoors and out across all Key stages.</li> </ul>	<p><b>£1,150</b></p> <p><b>£450</b></p>	<p>CPD given to a range of teachers across KS1 and 2. Teachers are more confident delivering high quality lessons. 100% of KS2 teachers received CPD in either tennis, cricket or hockey.</p> <p>All staff are accessing PE Hub to deliver high quality PE lessons.</p> <p>PE lead and teachers have a better understanding of the progress made by each member of a class.</p>	<p>CPD to be given to new staff and KS1 staff in the next academic year.</p> <p>Complete staff voice regarding the effectiveness of PE Hub. This will determine whether to renew the subscription.</p>
---	--	---	---	--

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				<b>6%</b>
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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"> <li>• Offer children of all age groups a variety of sport and activity-based opportunities to share their interests, learn new and develop existing skills.</li> <li>• Training of Midday Supervisors to engage children in physical activities and games at lunchtime. To reduce the number of behaviour incidents at lunchtime.</li> <li>• To provide lunchtime play equipment to encourage more physical activity during breaktime</li> <li>• PE lead to attend Partnership meetings and Caritas Christi network meetings to ensure that high-quality, inclusive and safe practice of Physical Education is delivered to every child.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer a range of afterschool clubs and lunchtime clubs that engage the children in a variety of sports.</li> <li>• KESSP to deliver Lunchtime supervisors' training</li> <li>• PE Lead to work alongside Midday Supervisors in delivering games during lunchtime.</li> <li>• Purchase more group play/sports equipment</li> <li>• Working with Caritas schools to develop an assessment framework which can be utilised within lessons by staff.</li> </ul>	<p><b>Included in Hamstead Hall Package</b></p> <p><b>£300</b></p> <p><b>£500 CCIU subs for PE</b></p>	<p>More children are engaging in physical activity during lunchtimes and afterschool, and they have learned new skills or developed existing ones. 60% of KS2 accessed after school club including football, boccia, tennis, cricket, archery and multi-skills.</p> <p>All lunchtime supervisors, including new staff, are confident in developing outdoor physical activity and games and more children are actively taking part.</p> <p>Children will be able to improve their mental and physical health as well as their wellbeing.</p> <p>Increase fine motor and gross motor skills as well as acquiring healthy habits.</p> <p>Staff have an assessment system that is fit for purpose for monitoring attainment and progress in PE and staff are confident in using it.</p>	<p>Offer afterschool club to KS1 and continue to deliver to KS2</p> <p>Will arrange training to lunchtime supervisors in the autumn term. Not delivered.</p> <p>Lunchtime supervisors will be trained to use all new equipment.</p> <p>Staff to use assessment tool to record and monitor progress throughout the year.</p>
--	--	--	---	---

<ul style="list-style-type: none"> <li>Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high-quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for staff to access CPD opportunities through the Hamstead Hall CPD programme.</li> </ul>	£325	CPD provided by J Nightingale to upskill staff in all Key Stages. 100% of KS2 teachers received CPD in either tennis, cricket or hockey.	Create a questionnaire to find out teachers' strengths and weaknesses. Provide CPD for areas with the most weaknesses.
--	--	------	--	--

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
**12%**

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:
Audit our school's outdoor learning environment and curriculum.	Expand KS1 Forest Schools into KS2 afternoon sessions. Wellbeing and mental health are important areas that as a school we are prioritising during this year to lessen the impact Covid has had on our pupils opportunity gain exposure to the outdoor curriculum and the positive effect on children's emotional and physical wellbeing	£2250	Increased exposure to the outdoor curriculum and the positive effect on children's emotional and physical wellbeing, Using Forest schools sessions to further develop outdoor education lessons, with finding ways to make being outdoors more practical.	Develop our own Forest Schools trail and train staff to run Forest Schools sessions. Invest time and training for parents/carers to help ensure children have appropriate clothing and footwear.



<p>Additional achievements:</p> <ul style="list-style-type: none"> <li>Build in enrichment day linked to a particular physical activity (Daily Mile) so that this is fixed in school calendar and become sustainable.</li> </ul>	<ul style="list-style-type: none"> <li>Daily rota for each year group to keep active. Will also be used as a reward.</li> <li>Look into the price of a Daily Mile track being added to the grounds.</li> </ul>	<p><b>£3,500-£4,500</b> <b>(For 2022/23)</b></p>	<p>Children will be able to improve their mental and physical health as well as their wellbeing.</p> <p>Increase fine motor skills as well as acquiring healthy habits.</p>	<p>Contact different companies for a quote to install the mile track.</p>
<ul style="list-style-type: none"> <li>Bikeability training</li> </ul>	<ul style="list-style-type: none"> <li>Run Bikeability sessions for Year 5 and 6 pupils</li> </ul>		<p>Children to develop an increased road safety awareness, and this has promoted the use of bicycles for fun and transport.</p>	<p>Provider was unavailable – use for 22/23. Provide more training for the upcoming Year 5 and other Year 6's who missed out.</p>

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
			14%	
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?	
<ul style="list-style-type: none"> <li>Educate and engage children on a wide variety of competitive sports. Participate in Caritas and run inter-house competitions.</li> <li>Use of minibus for children to attend inter-sporting competition.</li> <li>Involving KS2 in an outdoor athletics competition through taking children to the Caritas Christi Athletics Tournament.</li> <li>Get more children involved in extra-curricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>Gather interests and capabilities of children across school, reviewing borough competitions that in order to provide necessary training to be prepared.</li> <li>To ensure minibus is booked for competitions and has the relevant fuel and safety checks completed.</li> <li>Liaise with Caritas to arrange an outdoor athletics competition.</li> <li>Liaise with sports Providers about hosting more after school clubs termly.</li> </ul>	<p>£1750</p> <p>£650-£900</p> <p>For 2022/23</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p> <p>Through pupil voice children's interests in sports have been gained and relevant competitions have been looked into and took part in where possible.</p> <p>Minibus used to transport children to a variety of events including football, athletics and dance.</p> <p>100% of children took part in sports day. 28% took part in the Caritas Commonwealth competition. Children have had the chance to compete in an athletics competition with other Caritas skills and have developed new or existing skills.</p> <p>Ability to demonstrate and transfer skills in a variety of sports. 60% of KS2 accessed after school</p>	<p>Sustainability and suggested next steps:</p> <p>Liaise with SLT and KESSP to cater to the common sport from pupil voice.</p> <p>Liaise with Caritas regarding our yearly competition at The Alexander Stadium for next year.</p> <p>Liaise with Caritas regarding other competition and clubs within their schools.</p>

			club including football, boccia, tennis, cricket, archery and multi-skills.	
--	--	--	---	--

Signed off by	
Head Teacher:	V. Rivett
Date:	23.6.22
Subject Leader:	S. Goodwin
Date:	23.6.22
Governor:	C. Murphy
Date:	23.6.22