

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£4,613
Total amount allocated for 2020/21	£18,040
How much (if any) do you intend to carry over from this total fund into 2021/22?	£11,789
Total amount allocated for 2021/22	£17,970
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£29,759

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 2020.</p> <p>Please see note above</p>	31%
<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>	27%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	27%
<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

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: £2400		Date Updated: April 2022		
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:	
					36%	
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: £10,705	Evidence of impact: what do pupils now know and what can they now do? What has changed?:		
<p>– Continue to rebuild physical and mental health/stamina through an active and creative PE curriculum and an active playtime.</p>	<p>– Throughout the year, pupils will be taught all aspects of physical education including gymnastics, yoga, dance, invasion type games.</p> <p>– Top up playground class boxes of equipment for their use at playtime and lunchtime – pupil voice to ensure tailored to the interests of the pupils. Playground equipment boxes organised and equipment available for LTS to collect. Activall installed and Gym rota created so pupils have further opportunities for physical activity.</p> <p>– PE lead/Aspire coach to work closely with all lunchtime staff to increase pupil participation in sports and physical activities. SB worked with LTS to create a timetable of activities so pupils have a structured playtime.</p>		<p>£600</p> <p>Included in K13</p>	<p>– The stamina of some pupils has improved through regular PE and additional sporting opportunities.</p> <p>– Pupils have developed a range of skills due to the range of sports pupils access through the curriculum.</p> <p>– Some pupils are more physically active due to opportunities provided at playtimes such as activall, gym and playground boxes.</p> <p>– LTS are also beginning to provide activities for the children to participate in and is contributing to activity levels and managing lunchtime behaviour.</p>		<ul style="list-style-type: none"> - Ensure long term overview for PE continues to provide variety of sports so range of skills can continue to develop. - Re-launch marathon kids to provide further opportunity for pupils to develop fitness and stamina. - Yoga to continue to be timetabled as part of the PE curriculum so pupils become more aware of positive link between exercise and mental health and well-being. - Friends of Pegasus to support funding of physical activity resources to ensure playground boxes remain high quality.

Created by:



Supported by:



	<ul style="list-style-type: none"> - AfPE membership - Youth Trust Membership 	<p>£95 £200</p>		<ul style="list-style-type: none"> - Provide opportunities for competition at breaktimes to motivate pupils to be more active. - Continue to work with LTS to ensure lunchtime activities are provided daily and pupils are encouraged to participate. - Organise healthy schools week in 2022/23. - Replenish stock of playground equipment so this does not become a barrier to active playtimes.
<ul style="list-style-type: none"> - Reignite pupil's love of being active and learning in an active and fun curriculum. 	<ul style="list-style-type: none"> - The need to engage our pupils with a love of learning is a high priority for all pupils. Pupils will be given opportunities to think creatively in PE and in active lessons. Teachers will use a range of low threat/high challenge activities to engage pupils. 	<p>£0</p>	<ul style="list-style-type: none"> - Pupil voice has informed that most pupils enjoy their PE lessons and feel that they are active enough during lessons. 	<ul style="list-style-type: none"> - Teachers to ensure pupils understand the importance of PE and its benefits so they are motivated to participate and enjoy being active.
<ul style="list-style-type: none"> - Introduce daily sports activities run during lunch times run by sports coaches to provide high quality 'active playtimes' for all pupils (KS1 and KS2). 	<ul style="list-style-type: none"> - 2 x weekly over whole academic year specialist PE coach Aspire coach runs lunchtime club on playground with KS2 12:10-12:30 and KS1 12:30-13:00. 	<p>£ included in K13</p>	<ul style="list-style-type: none"> - More pupils are involved in physical activity during lunchtimes. 	<ul style="list-style-type: none"> - Ensure value for money with specialist coaches. - Staff offer lunchtime activities if they wish to offer these. - Continue to ensure lunchtime club is provided on Thursday by Aspire coach.
<ul style="list-style-type: none"> - Due to the gap in school swimming teaching during the academic year 2019-21, as a result of Covid-19, School swimming sessions will need to prioritise those pupils who have developed gaps in their learning and will need further support in order to be on track to meet the Curriculum 	<ul style="list-style-type: none"> - Priority swimming sessions will begin with Year 6 pupils who were unable to access swimming lessons because of the pandemic, so that they are on track to achieve the expected swimming end of key stage 2 outcomes. Swimming lessons began in summer 	<p>£1500 school budget + £1200 top up</p>	<ul style="list-style-type: none"> - Some Year 6 pupils are able to swim 25m by the end of the academic year 2021-22. - Swimming lessons began in summer Term. However, only a 30 min slot was available and boys/girls were alternated. Some sessions missed through pool 	<ul style="list-style-type: none"> - Transport costs may need to be factored in if we cannot swim at Castle Vale pool. - Liaise with Castle Vale pool to ensure that for academic year 2022-23 a regular 1 hour slot is available for swimming lessons.

<p>expectation of being able to swim 25m by the end of KS2.</p>	<p>Term. However, only a 30 min slot was available. Some sessions missed through pool closure. Additional lessons booked for next academic year. Leaders brokered a 20% discount for children attending swimming lessons in the holidays to encourage more to learn to swim.</p>		<p>closure.</p>	
<p>Engage all pupils in regular (daily) physical activity.</p>	<p>Maintain daily Marathon Kids to get all pupils engaged in additional physical activity per day. Set appropriate time limit on activity – to encourage personal target setting and increased activity Cross Trust competition – greatest distance run. Consider opportunities for parents to join Marathon Kids in the school year. e.g. Friday pm 2.30-4.00pm. Marathan Kids requires a re-launch in 2022-23 to reinvigorate competitive activity. Subsidise clubs for disadvantaged families/those with more than one child. PE lead to identify key children who are at risk of obesity – programme implemented to address issue. SB to speak with DD and School nurse to identify how we can support these pupils. Introduce yoga as part of in school and after school provision. Yoga taught in Autumn 1 by some year groups. Staff encouraged to continue Yoga as part of cool downs in PE. Needs to be delivered more consistently by class teachers.</p>	<p>£300</p> <p>£1310</p> <p>£1000</p>	<p>Wake and Shake has provided another opportunity for Increased pupil participation in physical activity. Children at risk of obesity identified. Clubs have been consistently well attended which indicates they are affordable for most families. Yoga lessons in Autumn 1 has meant some pupils have become more aware of alternative exercise to traditional sports and then positive link between exercise and mental health and well-being. Wake and shake has been well attended.</p>	<p>- Begin to build in regular school and trust competitions. - Conduct pupil voice regarding the clubs they would like to see offered. -No charge for Wake and Shake/marathon kids. -Work with school nurse to discuss strategies to support pupils at risk of obesity. - Re-launch marathon kids to provide further opportunity for pupils to develop fitness and stamina. -Yoga to continue to be timetabled as part of the PE curriculum so pupils become more aware of positive link between exercise and mental health and well-being. -Continue to subsidise clubs for disadvantaged families so cost is not a barrier to physical activity. -Wake and shake to continue and pupils encouraged to attend.</p>

	Wake and Shake run daily by PS to provide further opportunity for daily activity	£0		
	Installation of ActiveWall x2 to encourage competitive activity at playtimes and lunchtimes.	£6000	Activewalls have provided a fun way to keep active for all children at playtimes and lunchtimes. The children have engaged in friendly competition to improve their fitness and resilience.	Continue to timetable the Activewalls for break times and encourage class teachers to keep a score card for inter class competition.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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: £1000	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"> Opportunities for all pupils to take turns to lead PE lessons. Pupils have greater ownership of the type of PE/sports on offer. PE and sporting achievements are celebrated and Pegasus is promoted positively. Celebration assemblies ensure the whole school is aware of the importance of PE, School Sport and Physical Activity. 	<ul style="list-style-type: none"> PE Lead to identify Sport's Ambassadors in all KS2 year groups Pupil voice – consult with pupils about the sports that they would like to participate in. Use of sport noticeboard, website and Twitter to promote and celebrate sporting events. Summer term events such as sports day and commonwealth games day shared on class dojo with parents. House captains organise sporting inter house competitions these have included sports days and Commonwealth games day. 	£1000	<ul style="list-style-type: none"> Children have had opportunities to voice what sports takes place in school and clubs tailored to pupil voice. Sports ambassadors identified. Children proud of their sporting achievements on sports day. Parents responded positively to photos/report of sports day and commonwealth games day on class dojo. 4 clubs run each week, 1 lunchtime club, sports day and commonwealth games day is beginning to highlight school ethos of healthy living. 	<ul style="list-style-type: none"> Continue to develop PE/Sport's Ambassadors role in developing school physical activity. Provide ownership and opportunity to run alternative sporting events to sports day. Promotion of after school sport activity and sporting events in newsletters and on the website. Aim to provide further sporting events to continue to promote importance of PE.


Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				33%
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: £9633</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>
<p>Support staff with planning so that they ensure pupils gain the relevant knowledge and skills and acquire the subject specific vocabulary in all aspects of physical education including yoga</p>	<ul style="list-style-type: none"> - Ensure staff have logins for Get Set 4 PE. - PE lead to support class teachers by showing them how to access planning via Get Set 4 PE and access long term overview. - Aspire coaches to support class teachers using the Get Set 4 PE planning. - Yoga to be taught in Autumn 1 by each year group. 	<p>Included in K13</p>	<ul style="list-style-type: none"> - Staff have access to high-quality pre-prepared planning which has supported them in delivering PE and develops subject knowledge and confidence in teaching PE. - Some pupils make significant progress in PE due to consistent and high quality provision with support from Scheme (School monitoring) - Yoga lessons in Autumn 1 has meant some pupils have become more aware of alternative exercise to traditional sports and then positive link between exercise and mental health and well-being. - Aspire coaches using school planning is helping to prepare teachers for teaching PE independently. 	<ul style="list-style-type: none"> -Renew Get Set 4 PE subscription as staff feedback on scheme is positive as it is clear and easy to use. -Yoga to continue to be timetabled as part of the PE curriculum so pupils become more aware of positive link between exercise and mental health and well-being. -Aspire to continue to work with teachers who require support and use school planning.

<ul style="list-style-type: none"> Ensure newly qualified teachers and those new to Pegasus are confident in the teaching of PE 	<ul style="list-style-type: none"> NQT and new teachers work with Sports Coach to deliver a sequence of PE lessons . CPD for NQTs Planned time for PE leader to liaise with Sports Coach to observe/discuss quality of teaching in PE. <p>SB communicates regularly with Aspire coaches regarding progress of teacher subject knowledge and PE provision. Staff are developing confidence in different kinds of physical activity.</p>	<p>£7215</p> <p>£500</p>	<ul style="list-style-type: none"> ECTs and less confident staff are beginning to be more confident delivering PE lessons to their class and developing subject knowledge. Classes that are working with the sports coaches are benefiting from high quality coaches and therefore skills are developing. Quality of PE teaching is good in most year groups. (Lesson visits/observation) 	<ul style="list-style-type: none"> PE Lead is able to deliver in house CPD using Get Set for PE and expectations regarding PE provision. Reduce level of support from Aspire so class teachers are becoming less dependent on working with coach. Identify which teachers would benefit from support with Aspire. Provide opportunities to team teach with PE lead or observe.
<ul style="list-style-type: none"> Ensure high quality PE lessons are taught Implement rigorous assessment tool and monitor progress made by all children 	<ul style="list-style-type: none"> PE lead to support all staff with the delivery of PE through Get Set for PE Support staff in using the Get Set for PE assessment and monitoring information to track progress <p>Most staff familiar with Get Set 4 PE. Provided 1:1 support for new teachers.</p>	<p>£0</p>	<ul style="list-style-type: none"> Pupils have made good progress from their PE starting points. Some teachers deliver PE sessions with confidence and as consequence, pupils acquire the knowledge and skills appropriate for their age. (School monitoring/Aspire monitoring and feedback) Most teachers have completed their assessments of children in each sport and therefore pupils can be identified for targeted support in lessons. 	<ul style="list-style-type: none"> Get Set for PE framework and assessment will be embedded and evaluated to report on progress and monitor Continue to improve the confidence, knowledge and skills of the PE lead.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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: £5140	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Additional achievements: – Pupils have access to a wider range of activities at lunchtime to engage them and improve behaviour as pupils are more engaged in activities.	Introduce a wider range of wellbeing and physical activities at lunchtime such as meditation and yoga areas Ensure this is part of lunchtime supervisors structured play timetables for next academic year. Install power cable from main building to the stage are in the playground so that music can be used to support lunchtime activity and outdoor PE/dance	£1000 (£200) £3918	– Pupil voice shows that they enjoy participating in a wide range of activities during lunchtime and in particular the new activall. – Behaviour analysis shows that incidents of poor behaviour at lunchtime is reducing. – Installation of power cables means further opportunities can be identified (see next steps).	– Make use of outdoor plug sockets. Purchase speaker and introduce area for meditation and yoga. – When weather conditions allow, conduct wake and shake outside to encourage more pupils to participate as they arrive in school. – Research further outdoor equipment/structures for additional lunchtime activities.
– Ensure all children in Year 5/6 are road aware when cycling in the local community.	– Bikeability organised for Year 5 and Year 6. – Arrange for pupils to bring in their bikes to have them checked and then complete the cycle training. – Awards for successfully completing the training. SB to research and bikeability courses. This has not been available to school this year.	£10		-SB to research bikeability course for 2022/23 academic year.

<p>– Develop peer leadership opportunities to promote active, positive playtimes and lunchtimes</p>	<p>– Train pupils in Year 3 & 4 as new play leaders so that they can promote physical activity amongst their peers.</p> <p>SB to book play leaders course with Aspire for 2022/23 so these pupils can contribute to active lunchtimes by running activities with LTS.</p>	<p>£550</p>		<p>Continue to develop play leaders role in developing school physical activity. Provide ownership and opportunity to run lunchtime activities with lunchtime supervisors.</p>
<p>– Continue to raise awareness of the importance of PE by extending the range of sports on offer, including unusual sporting activities.</p> <p>– In the Autumn term, increase uptake of and participation in enrichment activities – with a particular focus on target groups, e.g. disadvantaged, SEND</p>	<p>– Continue to provide a range of physical activities before and after school. Offer free/subsidised activities to targeted pupils in order to increase their participation and engagement.</p> <p>– Plan a summer Commonwealth themed series of events to tie in with Birmingham 2022 and Pegasus sports days.</p>	<p>£1380</p> <p>£200</p>	<ul style="list-style-type: none"> - After school clubs are well attended by pupils, including those from the target groups. - Pupils have positive attitudes towards the activities on offer and are keen to try new/unusual activities. - Participation in a range of sporting and physical activities helps pupils to: <ul style="list-style-type: none"> ▪ work as a team ▪ be more confident <p>-Pupils cultural capital developed as they learnt about the commonwealth games and the meaning behind the event. (Visit from Perry)</p> <p>-Commonwealth games workshop was thoroughly enjoyed by pupils.</p>	<ul style="list-style-type: none"> - Continue to provide a range of physical activities before and after school based on pupil voice.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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: £1550</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"> - In line with DfE guidelines and advice from: <ul style="list-style-type: none"> o guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport o advice from organisations such as the Association for Physical Education and the Youth Sport Trust Children will recommence noncontact competitive opportunities as soon as is plausible within the academic year 2020-21. - Continue to engage with local schools and outside agencies to enable pupils to participate in competitions. - Sports day supports pupil's participation in competition and develops their sense of teamwork and collaboration. 	<ul style="list-style-type: none"> - School to be supported by the local SGO to provide physical competition opportunities. - PE Lead/SGO to investigate opportunities for virtual competitive games to take place. - Purchase a range of medals and trophies for Sports Day - Top up equipment needed for sports day - Cover for additional staff on sports day - SR to set up school football club 	<p>£1000 £200</p> <p>£250</p> <p>£300</p>	<ul style="list-style-type: none"> - Pupils beginning to understand the importance of working as a team and demonstrate good sportsmanship when competing against each other. - Medals/stickers awarded on sports day meant pupils were recognised for their sporting achievement and children had sense of pride. - Communicated with local schools and established links to set up regular competition in range of sports for 2022/23. - Pupils thoroughly enjoyed sports day and opportunity for competition. This also developed pupils understanding of teamwork, communication, determination and respect. - Parents enjoyed sports day and received positive feedback. - Football club well attended and enjoyed by pupils. 	<ul style="list-style-type: none"> - Ensure pupils have regular opportunities to compete in competitions outside school/in the local community. - Work with PE network of excellence team to organise sporting fixtures between trust schools.

Signed off by	
Principal:	Vanessa Wardle 
Date:	03.10.2021
Subject Leader:	Shaun Barnett
Date:	18.07.2022
Governor:	Gemma Kavanagh
Date:	07.2022

Total Sport Premium £29,759 (£11,789 carry forward)	<u>Estimated Cost</u>	<u>Actual Cost</u>
Sports Aspire CPD/After School Clubs	£7215	£7215
After School Sports clubs subsidies	£2690	£2690
Marathon Kids – renewal/rewards	£300	£300
Equipment – top up/new sports equipment	£1000	£1000
Outdoor yoga and dance provision	£2000	£2000
Playtime active boxes	£600	£600
Swimming top up lessons	£1200	£1200
Play Leader training	£550	£0
PE Ambassadors sports equipment	£1000	£1000
Rewards	£250	£250
Summer Commonwealth Games events	£200	£200
School Games Competitive Sports	£1000	£0
Youth Sport’s Trust membership	£200	£200
AfPE membership	£95	£195
Printing costs for letters/certificates	£300	£300
Bikeability	£10	£0
Transport – Swimming	TBA	NA
TOTAL COST	£17,575	£17,150
Pooled funding		
	£12,184	£12,184