

# 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](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 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	£11,267
Total amount allocated for 2020/21	£19,600
How much (if any) do you intend to carry over from this total fund into 2021/22?	£15,882
Total amount allocated for 2021/22	£19,565
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£35,447

## 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. Please see note above</p>	<p>40/79      51%</p> <p>*recorded in Year 3 2018-19 pre-covid</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>Please see note above</p>	<p>17/79      22%</p> <p>*recorded in Year 3 2018-19 pre-covid</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>40/79      51%</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?

Yes/No



		<p>48% of the boys took part in a club  56% of the girls took part in a club  42% of the PP children took part in a club  47% of the SEN children took part in a club</p> <p><b>Year 3</b>  63% of children took part in a club  63% of the boys took part in a club  63% of the girls took part in a club  64% of the PP children took part in a club  73% of the SEN children took part in a club</p> <p><b>Year 4</b>  39% of children took part in a club  35% of the boys took part in a club  43% of the girls took part in a club  24% of the PP children took part in a club  25% of the SEN children took part in a club</p> <p><b>Year 5</b>  59% of children took part in a club  54% of the boys took part in a club  65% of the girls took part in a club  56% of the PP children took part in a club  50% of the SEN children took part in a club</p> <p><b>Year 6</b>  47% of children took part in a club  39% of the boys took part in a club  55% of the girls took part in a club  39% of the PP children took part in a club  44% of the SEN children took part in a club</p>	
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	- Young leaders	None	Year 6 children took on a leadership role and get more children interested in being active at lunchtimes. It has also allowed the children to use their imagination in creating new games with the equipment provided and in the given space. This has been fairly new due to covid precautions where children remained in year group/phase bubbles earlier in the year.	Young leaders will continue to run next year and offer the children further leadership roles within the school.
	- New playground equipment including a traverse wall panels	£1525.00		We have also invested in a traverse wall to encourage physical activity within the school day but also as a sensory tool to support children with additional emotional, social and behavioural needs. We hope this will be a positive outlet for them to use and support with their mental wellbeing.

**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

Percentage of total allocation:  
22%

Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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?:	

<p>To inspire pupils to be active, lead a healthy life style and aspire to be great sports people</p>	<ul style="list-style-type: none"> <li>- Olympic gymnast (Sam Oldham) coming in to inspire children and explain about his achievements</li> <li>- Had various local sports clubs come in and do workshops and sessions with the children (tennis/ rugby)</li> <li>- Commonwealth Games workshops (Bring the Power and School Games Commonwealth Roadshow)</li> <li>- Collective worship with Community Games to advertise local events</li> </ul>	<p>£200</p> <p>Nil</p> <p>Nil</p> <p>Nil</p>	<p>Pupils have been inspired by meeting a real Olympic athlete and been able to witness first hand some of his moves and routines. They have learned how anyone can become an athlete with hard work and perseverance.</p> <p>This has upped the interest of pupils in these sports. The clubs have seen a small rise in interest and uptake from pupils at St Laurence.</p> <p>All of Year 3 and 4 (177 children took part in a Commonwealth workshop ran by Bring the Power). This was inspirational to the children as they got to have a go at various sports that are participated in throughout the Commonwealth Games. Boxing, wheelchair sports and volleyball were among the most enjoyed as these were new experiences to the children.</p>	<p>Giving pupils the chance to hear about a professional athlete's story and see first-hand what their hard work has achieved is an unforgettable experience and one that they will talk about for years to come. It also offers the chance for children to take up a sport they are interested in as it can give them a spark and inspire them to get involved as they can see it is accessible.</p> <p>Also offering the children the chance to take part in various activities that have been run by local clubs such as Worcester warriors and Kings Norton Tennis Club makes positive links with local clubs and offers children opportunities that aren't offered at school. As well taking part in various Birmingham 2022 Commonwealth Games workshops targeting a variety of children including 20 inactive children can only support and create a deeper connection to sport and healthy life styles.</p>
<p>To give pupils the opportunity to develop their swimming ability and water safety skills (on top of the core swimming programme offered in Year 3) in order to improve pupil life skills</p>	<ul style="list-style-type: none"> <li>- Year 4 swimming</li> </ul>	<p>£7511.00</p>	<p>This current cohort had swimming interrupted due to covid-19 so this has been a valuable tool in improving children's swimming abilities. It has provided the children with a second chance to develop their swimming strokes and distance as well as learn</p>	<p>All these experiences and opportunities the children have received this year will increase the likelihood of our children leaving our school with an embedded attitude towards being active.</p> <p>Next year we hope to offer further opportunities and experiences to</p>

			<p>self-rescue strategies needed in the real world.</p> <p><b>Year 4 swimming data:</b>  47% can swim 25m  33% can use a range of strokes effectively  63% can perform safe self-rescue in different water-based situations</p>	<p>continue to inspire our children.</p> <p>Swimming is an important life skill and a survival skill and is important we can get as many children able to swim as possible. Next year we plan to offer further swimming lessons to Year 4 in order to boost swimming and self-rescue abilities within the school.</p>
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				27%
Intent	Implementation		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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
To develop teacher confidence and knowledge in planning and delivering high quality PE lessons	<ul style="list-style-type: none"> <li>- KICK coaching staff CPD</li> </ul>	£9120	Pupils and teachers have relished the opportunity to have extra expertise in their lessons to support with delivery in PE. This has allowed for teachers to better develop their understanding of progression within PE and for adapting lessons based on pupil needs and abilities. It has also improved teacher confidence in PE.	Moving forward teachers now have greater support for planning progressive lessons which has increased teacher confidence in delivering high quality PE lessons. It has also supported the curriculum development and pupil progress across PE.
	<ul style="list-style-type: none"> <li>- New equipment for rhythmic gymnastics, tennis and football</li> </ul>	£162.11	This has allowed even better delivery of PE lessons having new and up to date equipment, allowing children to progress	The new equipment has supported teachers in delivering high quality lessons where every child has the appropriate

	- GetSet4PE investment	£370	<p>much quicker within a lesson.</p> <p>This programme has supported the planning and delivery of PE across the whole school. It has given teachers fresh ideas for activities and new approaches to achieve better outcomes. It has therefore given pupils a richer PE lesson as teachers who are less confident delivering different areas of sport have been given a support tool and planning platform to create fun and engaging lessons.</p>	<p>equipment to be active in every lesson and support their physical development. This will continue next year.</p> <p>GetSet4PE has supported teacher knowledge and skills in delivering high quality PE lessons this year. Therefore, this has upskilled staff which offers a better delivery of PE lessons across the school for years to come.</p>
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Percentage of total allocation:  
44%

Intent	Implementation		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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
To offer pupils a broader experience of sports and activities including external opportunities which offer a wider scope of activities such as outdoors and adventurous ones	- Year 4 and Year 5 trip to Aztec Adventures	£14,420.05	This trip has provided children with a day full of active and engaging activities that are not possible at school. It has not only offered a rich physical development due to the range of activities offered but it has also developed social skills such a team work (something which was harder to learn during covid times).	This trip has left children with amazing memories where they got the chance to push themselves and experience things they don't get to do at school. We are planning on running these trips again next year.

<p>To develop a broader experience of sports whilst allowing for pupils to progressively develop their skills through our long-term PE curriculum</p> <p>Additional achievements:</p> <p>Travel tracker – this year we have participated in the WOW walk to school travel tracker, where children who actively walk to school receive a badge each month.</p>	<ul style="list-style-type: none"> <li>- New equipment to support new long-term plan to include badminton and volleyball</li> </ul>	<p>£ 1019.84</p>	<p>This year we have seen the positive impact of children trying new sports and activities so hope to mirror this in our long term planning next year. Therefore, we have bought in new equipment to allow a broader range of sports to be experienced as part of the PE curriculum in order to further engage pupils so they will be inspired to take on sports outside of school and live an active healthy life.</p>	<p>Next year, we are adapting the long-term plans for PE development which will give children a broader experience of sports across the academic years. E.g. introducing badminton and volleyball into the long-term plans. We hope this will give children the chance to experience a wider range of sports whilst developing key skills that can be transferable across a variety of activities and sports.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
Intent	Implementation		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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	Sustainability and suggested next steps:
To engage and offer a variety of sporting opportunities which include both competitive and developmental approaches	<ul style="list-style-type: none"> <li>- School fixtures both competitive and non-competitive (number of events taken part in so far etc/ number of children representing the school)</li> <li>- Medal to be awarded to children who have represented the school this year in a celebration end of year assembly</li> <li>- Inter-house games</li> </ul>	<p>£840</p> <p>£279</p> <p>None</p>	<p>We have taken part in up to 19 sports fixtures against other schools this year. These have covered a variety of sports including, football, athletics, tag-rugby, cross country and basketball. All have been at various competitive levels so as many children can be involved as possible. This has been a real positive this year as children have been able to represent the school, wear the kit and play a sport that they enjoy. They have also received a medal to commend them on their efforts and achievements for representing the school.</p> <p><b>Competitive Sports Fixtures:</b>            95 pupils have represented the school this year competitively            54 of these children were boys            41 of these children were girls            25 of these children were PP            10 of these children were SEN            22 of these children competed in more than one sport this year.</p>	<p>These experiences have given children the opportunity to play sport competitively against different schools and given them a sense of pride and accomplishment. This is something that they will take away with them and use in the future when playing sports. The medal they received for this achievement will also remind them of these experiences.</p> <p>This year we have also taken part in a variety of sports festivals which has given children the chance to experience a sport they enjoy or may not have played before. Again, this has engaged children who may not be the gifted and talented cohort in a sport but given them similar opportunities to experience sports.</p> <p>Next year we hope to participate in as many competitions and festivals as possible.</p> <p>Our inter-house games have enabled all children in the school to</p>

		<p><b>Festivals:</b>          We took 37 children outside of school to experience a variety of sports festivals including, tag rugby, commonwealth games road show which targeted inactive children and a girls' football festival inspired by the Women's Euro22 Games. In total we took:          37 children          16 of these children were boys          21 of these children were girls          10 of these children were PP          4 of these children were SEN</p> <p>This year the whole school have taken part in three inter-house games including basketball/netball, tag-rugby and athletics. This has been a great chance for all pupils to be part of sports in a competitive nature and learn how to manage the range of demands that playing sport can have in a positive and safe way.</p>	<p>experience sport competitively. These will continue next year.</p>
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Sarah Bailey
Date:	15.07.22
Governor:	
Date:	

Created by:



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Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

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