



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 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - Increased number of pupils playing sport competitively - Pupils playing at a local and regional levels in table tennis (U11 boys and girls teams). - A wider variety of sports clubs available to the pupils which have supported in the development of their social and physical development as well as their confidence and self-esteem. - Continuing to deliver curriculum and extra- curricular sports using trained and qualified sports coaches as well as volunteers including further swimming lessons. 	<ul style="list-style-type: none"> - CPD for teaching staff to develop confidence and abilities in delivering a broad, progressive and engaging sports curriculum including for staff delivering swimming lessons. - Get even more children active during the school day throughout the year - Engage further SEN and less active children in leading more active lifestyles particularly within the school day.

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.	70/87	80.45%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	51/87	58.62%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	33/87	37.93%
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: 2019/20		Total fund allocated: £19,600		Date Updated:	
<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>24 %</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"> - Each class to have 2 PE lessons each week (1.5-2 hours) to ensure regular and meaningful lessons are taught so pupils understand the importance of leading a healthy and active lifestyle. - Young leader programme to 	<ul style="list-style-type: none"> - Teacher tracking database to be in place to ensure all areas are covered in the PE curriculum for each year group. - Using timetables, planning and pupil and teacher conversations ensure regular PE lessons are taught across the school and meet curriculum and government standards. - Ad-hoc meetings and 	<ul style="list-style-type: none"> - Nil - Nil 	<ul style="list-style-type: none"> - Regular planned PE lessons ensures pupils are active throughout the week as well as developing an understanding of a variety of sports and skills. Pupils also understand and feel the importance regular exercise has on their body during warm up, activity and cool down. - Pupils experience a wide variety of sports and activities which engage and inspire them to continue practicing these out side of school. 	<ul style="list-style-type: none"> - Regular PE lessons should improve pupil enjoyment, knowledge and understanding of different sports as well as positively impact their team working skills, self-confidence, and co-operation skills all of which benefit the whole child both inside and outside of the classroom. This will be continued as part of our curriculum coverage. - New leadership skills 	

<p>ensure pupils are as active as possible during lunchtimes as well as develop leadership skills and abilities.</p> <ul style="list-style-type: none"> - Gold Mile to be re-introduced and led by Young Leaders to get even more children active within the school day. - Maintaining and creating new opportunities where available for before, after and any lunchtime clubs which can target specific pupils as well 	<p>continued support and guidance given to Young Leaders to ensure they feel confident in engaging others in physical activity during lunch times.</p> <ul style="list-style-type: none"> - Handover between Y6 Young Leaders and new Y5 Young Leaders so better training and development for all pupils. - Through support from Premier Education and the Young Leaders the Golden Mile will be tracked online. Each pupil in the school to have their own card to track their distances. Young Leaders to mark these off and then collected so results can be uploaded onto a database. - New clubs to be introduced and a greater focus to be placed on tag rugby and cricket to increase the 	<p>- Nil</p> <p>£418.80</p>	<ul style="list-style-type: none"> - Young Leaders enabling more children to be active and take part in games they might not do on their own - Young Leaders also encourages different mix of children. Pupils are not just playing with their own friends so school community is also developed. - Young Leaders feel confident in delivering active games and activities which has boosted their self- esteem and confidence as well as built their leadership skills. - Young Leaders were set up to support the Golden Mile and were trained to take a lead on this. However due to weather (heavy rain) , building work and COVID-19 school closures this has not been implemented. It is ready to go as soon as we are able. - Tag-rugby, drama and archery clubs set up in addition with football, netball, basketball, gardening, 	<p>and self-confidence found in Young Leaders enables them to train the new Year 5 Young Leaders enabling the sustainability to continue year upon year.</p> <ul style="list-style-type: none"> - Golden Mile to be re-introduced next year. New Young Leaders to be trained to support this to make it sustainable. - A variety of club opportunities to be available to pupils to allow a broad range of interests in sports
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<p>as specific interests of pupils.</p> <p>- Inter-house competitions to</p>	<p>competitive nature of the sports in the school.</p> <ul style="list-style-type: none"> - Bournville Rugby Club to work closely and deliver tag-rugby after school club as well as a targeted lunch time club for identified children. - Bournville Rugby Club to also run a Rugby and Reading programme HT1 and HT2. - Coaches from different clubs are invited into collective worship to promote and raise awareness of their clubs to engage and encourage as many children as possible to join. 	<p>- Nil</p>	<p>dance and table tennis. Cricket was to be set up in summer term but due to school closures was not.</p> <ul style="list-style-type: none"> - Bournville Rugby Club delivered a lunch time club for targeted children, some with specific needs which engaged further pupils in taking part in fun physical activity. - In the first term they also delivered a Rugby and Reading programme to improve reading skills to specific children. - Some pupils who took part in the targeted lunchtime club also went on to represent the school in tag-rugby tournaments as they developed a keen interest in this sport. - From pupil conversations pupil feedback was very positive about both the lunch time and Rugby and Reading programme which increased engagement and activity levels in targeted children. - Having coaches in to promote clubs gives pupils a taster of what the club might be like which encourages pupils to join in and take part in them. 	<p>to be nurtured, maintained and developed.</p> <ul style="list-style-type: none"> - Next steps: continue to encourage different abilities and groups of children take part in sports clubs and activities to build self-esteem, team work and love of sport including but not exclusively SEN and Pupil Premium pupils. SEN/Pupil Premium as well as less active pupils. - Allowing coaches and volunteers to come in and demonstrate their skills to inspire the children further will continue to keep the clubs running and improve sustainability. <p>- Inter-house</p>
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<p>take place each term to improve team building and interest in a variety of sports.</p> <ul style="list-style-type: none"> - Year 3 and 4 to continue to have weekly swimming lessons to achieve their 25m and understand how to be safe in and around water. (Year 4 to come out of Sports Premium money as Year 3 is part of the curriculum). - Pupil conversations to ensure all children have a say in sport and potential opportunities that they are interested in for the future. 	<ul style="list-style-type: none"> - Inter-house competitions each term to take place, where every child in the year group participates in a competitive game of sport. - Weekly lessons where pupils work towards developing their swimming techniques and understanding water safety. This to be tracked each using a tracking system (Excel database). - Pupil conversations to occur each term to ensure pupils are offered a chance to give feedback about sports clubs. - Conversations to take place with school council members to ensure clubs suit the 	<ul style="list-style-type: none"> - £3479 - Nil 	<ul style="list-style-type: none"> - Whole school engagement and participation in interhouse tournaments. Term 1 – tag rugby Term 2 – netball (incomplete due to COVID-19) The results were shared and celebrated during collective worship and each event was a whole afternoon of sport for each year group. This has raised the engagement of all pupils in regular exercise. - Pupils able to develop swimming abilities over 2 years enabling more children to be able to reach government swimming guidance by end of Year 6. - (Class L) In year 3, 12 out of 30 children could swim 25m now 19 children can. - (Class J) In year 4, 25 children out of 30 children can now swim 25 meters - (Class S) Due to COVID-19 were unable to attend their lessons this year. - Positive feedback from pupils about clubs: <p>Year 5 child: Tag-rugby club is really good because the coach is really nice and</p>	<p>competitions to take place next year to involve whole school with opportunities for participation in competitive sports including: tag rugby, basketball/netball; cricket/rounders and the whole school sports day.</p> <ul style="list-style-type: none"> - The greater amount of children who can swim efficiently for a distance of 25m as well as perform and be aware of self-rescue and water safety strategies means that more pupils will leave school having learned key water survival techniques and are able to partake in water activities safely. - Continue to try and engage even more pupils in sports that they haven't tried or might be interested in. Continue to use pupil conversations including a selection
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<ul style="list-style-type: none"> - Due to COVID-19 an active Easter holiday cover was provided by school (combined with the infant school) to enable as many key worker children as possible to remain active. 	<p>pupils' interests.</p> <ul style="list-style-type: none"> - Key worker children who attended Easter holiday club remained active and engaged with a variety of different activities 	<ul style="list-style-type: none"> - £890 	<p>he develops our skills really well.</p> <p>Year 4 child: I am part of the tag-rugby lunch time club and the archery club. I have enjoyed doing two different things in the rugby club when I was part of the Reading and Rugby club. Archery, I like that you can shoot at boards and the jokes we have in the club. The coach is pretty good and makes things fun for us.</p> <p>Year 3 child: I am part of the table tennis and basketball clubs. I like table tennis because it's a challenge to beat some people like my brother. Basketball I like because it's fun. The coaches are very good. On Mondays in table tennis I get to work with Ian (a volunteer coach), which is very fun.</p> <ul style="list-style-type: none"> - Supported well-being and physical development of some key worker pupils 	<p>of pupils as well as the school council.</p> <ul style="list-style-type: none"> - COVID-19 circumstances
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation:</p> <p>0%</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"> - Pupils are aware of upcoming sports clubs and events on a regular basis, including verbal notices, letters as well as phone calls and texts where appropriate. - During whole school collective worship, participation and outcomes are shared and celebrated with the whole school and any parents who have come to join in with the celebration assembly. - Pupil conversations to ensure all children have a say in 	<ul style="list-style-type: none"> - Pupils made aware of upcoming sports clubs, fixtures and events during whole school collective worship. - Every Friday during our celebration assembly participation and successes of recent sporting events are celebrated in whole school collective worship. - End of year Sports Awards mean that each pupil who has represented the school in a sport receives a medal to showcase their achievement. - Pupil conversations to occur each term to ensure pupils 	<ul style="list-style-type: none"> - Nil - Nil - Nil 	<ul style="list-style-type: none"> - Pupils are continually made aware of sporting opportunities that arise, enabling them to make decisions on whether they wish to participate. This year in 2019-20, up until half term 4, 97 children had represented the school, with 55 of those children representing the school in more than one sport. Of these children 17 were pupil premium and 8 had a special educational need. - Pupils taking part in sporting events and fixtures outside of school, such as both girls and boys football (across all year groups), netball, tag-rugby, athletics and cross country. As well as the girls and boys table tennis teams who both represented the school in a national tournament, reaching regional levels. - Positive feedback from pupil 	<ul style="list-style-type: none"> - Continuing to make and maintain links with local schools to enable as many opportunities for pupils as possible. - Research supports the more children are physically active and take part in sports activities and competitions, they are more likely to love a healthy and active lifestyle. - Sharing and celebrating events, fixtures and sporting opportunities with children and parents will continue to raise the profile of sport in the school and promote future engagement and participation. This gives pupils pride and a sense of self-achievement. It also encourages others to take part in the future. - Continue to offer a
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<p>sport and potential opportunities that they are interested in for the future.</p>	<p>are offered a chance to give feedback about sporting opportunities.</p> <ul style="list-style-type: none"> - Conversations to take place with school council members to ensure clubs and fixtures suit the pupils' interests. 		<p>conversations where children spoke about the enjoyment they felt when taking part in events and clubs as well as the coach and teacher support and encouragement they received which helped develop their self - confidence and interest in sports.</p> <ul style="list-style-type: none"> - Quote taken from pupil conversations: <p>Year 5 pupil: I am part of the table tennis team and club this year and I have represented the school in this as well as tag-rugby. I enjoyed the tag-rugby festival. It was good because it was a team sport where as table tennis is normally an individual sport and Miss cheers me on. It has pushed me because now I know I can do other sports.</p> <p>Year 6 pupil The cross country fixture was helpful because it improved my stamina and tag-rugby is fun because there is lots of teamwork.</p>	<p>wide variety of clubs and sports clubs that are accessible to all children and all abilities as a platform to support competitive sport where necessary.</p> <ul style="list-style-type: none"> - Continue to try and engage even more pupils in sports that they haven't tried or might be interested in using methods such as school council and pupil conversations - Try to share sporting successes and use other platforms such as school website and twitter to celebrate and inform others about sport.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				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"> - Identify any staff development areas in order to deliver increased confidence, knowledge and skills when delivering PE lessons. - Ensure staff are delivering all areas of the PE curriculum 	<ul style="list-style-type: none"> - Staff questionnaire to identify areas for development - Staff CPD in area most in need of development - Bournville Rugby Club worked with two teachers, one upper school, one lower school to develop their teaching of tag-rugby skills. - Monitor PE areas taught to ensure coverage. - An outline of expectations for the planning and delivery of PE lessons given to each staff member at the start of the year - Ensure staff have an up to date skills progression 	<ul style="list-style-type: none"> - £158.40 - Nil 	<ul style="list-style-type: none"> - Staff questionnaire identified areas for development including support with gymnastics and invasion games. - Two teachers developed tag-rugby skills working with tag-rugby coach from Bournville Rugby club. - Due to COVID-19 further training planned to take place this year was not able to take place. Therefore this will be pushed into 2020-21. - Outline given to staff enabled teachers to plan better lessons knowing they are meeting expectations and curriculum requirements and support given by additional textbooks for planning. 	<ul style="list-style-type: none"> - Teachers can share experience with tag-rugby coach with teams to support overall teaching and development. - CPD to be developed further next year in the form of targeted team teach lessons as well as whole staff CPD on progression in gymnastics. - Continue to refresh and revise advise given to teachers each year to ensure teachers can plan and deliver better lessons that meet expectations of the National Curriculum.

<ul style="list-style-type: none"> - Ensure that staff assess pupils' progress in PE 	<p>document to support staff with planning and delivering appropriate lessons which show progression in each year group.</p> <ul style="list-style-type: none"> - Each year group (Y3-5) to be given new PE planning support textbook - New assessment tool introduced, which is more manageable and ensure breadth of PE curriculum areas. 	<ul style="list-style-type: none"> - Nil 	<ul style="list-style-type: none"> - New assessment tool developed and implemented. Staff have been using this all year to track progress and ensure all areas of PE are covered. - Positive feedback from teachers using the new assessment tool as it allows them to see clearly what areas need to be covered and matches other assessment documents used across the school. Old assessment tool still used by staff to support planning, where core skills can be developed. 	<ul style="list-style-type: none"> - Assessment tool to be continued to be used next year to better track pupil progress and inform and support teachers with their long- term coverage.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 33%

Intent	Implementation	Impact	Impact	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</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"> - Pupils in Year 3 continue to have swimming sessions as in line with National Curriculum (Year 3 class to have weekly lessons over one term each). - Pupils in Year 4 continue to have additional swimming sessions this year to ensure as many children as possible are able to successfully swim 25m by end of Year 6 (weekly sessions over a term). 	<ul style="list-style-type: none"> - Y3 to have weekly swimming lessons, where one class goes every term. Up to 13 weeks of swimming – as in line with National Curriculum. - Y4 to have weekly swimming lessons, where one class goes every term. Up to 13 weeks of swimming – as additional provision. 	<ul style="list-style-type: none"> - £3479 (allocated in previous indicator) 	<ul style="list-style-type: none"> - Tracking of swimming across Year 3 and 4 has positively benefited swimming abilities, where more children are able to confidently swim a greater distance. 	<ul style="list-style-type: none"> - To ensure Year 3 and 4 to continue weekly swimming lessons across the next academic Year enabling more children to be able to swim efficiently for a minimum of 25m in various strokes, as well as understanding how to be safe around different waters.
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Key indicator 5: Increased participation in competitive sport				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:
<ul style="list-style-type: none"> - To ensure a wide variety of competitive sport opportunities we will take part in competitive games, tournaments and leagues by using links with local schools - To ensure a wider variety of sports by encouraging participation in wider sports and competitions where a club does not always support development. e.g. cross country and athletics. - To enable a variety of abilities to take part in competitive sports, not just the high abilities. - Medals awarded in a celebration assembly at the end of the year for all pupils who have represented the school in a sporting event this academic year. 	<ul style="list-style-type: none"> - Liaise, support and organise sporting events where pupils can play against other schools competitively in a variety of sports. - Organise transport where fixtures are off-site. - Affiliation fees paid to participate in further competitive events with local schools - Where possible take a range of abilities to encourage all children to try competitive sport - Medals were due to be awarded in celebration assembly to celebrate each child who represented the school in a sport however due to COVID this was not 	<ul style="list-style-type: none"> - £2425 - Nil - Nil 	<ul style="list-style-type: none"> - Links with local primary schools maintained and managed, where we have taken part in over 20 opportunities to play competitive sports against different schools and teams. - A greater variety of children taking up opportunities to take part in sporting events outside of school. Events include boys and girls football (across all year groups), tag-rugby, table tennis and netball. As well as cross country and athletics which we do not have clubs to support this. 	<ul style="list-style-type: none"> - Increasing numbers taking part in competitive sport suggests that more children will become involved in sport outside of school as well as inside. - Where possible some fixtures including football and netball were hosted at St Laurence allowing increased sustainability

	possible this year.		<ul style="list-style-type: none"> - Both the U11 boys and girls table tennis team players played at regional level again this year. - Variety of opportunities were made for children at all ability levels to take part in competitive tournaments with local schools. This was particularly with tag-rugby which was also influenced by our lunch time and Rugby and Reading programme. - This year in 2019-20, up until half term 4, 97 children had represented the school, with 55 of those children representing the school in more than one sport. We were on track to surpass last year with events such as athletics at Abbey Stadium and cricket being unable to be played due to COVID-19. - Of these children 17 were pupil premium and 8 had a special educational need. - In 2018-19, 119 children had represented the school in a sports event 	
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<ul style="list-style-type: none"> - Inter-house competitions to take place each term to improve team building and interest in a variety of sports. - Register for Summer Games to ensure pupils are given the opportunity to take part in competitive games 	<ul style="list-style-type: none"> - Inter-house competitions each term to take place, where every child in the year group participates in a competitive game of sport. - Registration for the Summer Games to enable pupils to take part competitive sporting events that are local to the area as well as raising awareness of school sports and opportunities was postponed this year. 	<ul style="list-style-type: none"> - Nil - Nil 	<ul style="list-style-type: none"> - In 2017-18, 75 children had represented the school in a sports event against other schools. - Inter-house competitions raised competitive sports across the whole school, where every child was able to take part representing their house. This was differentiated so skill levels were fair and engagement and enjoyment levels were high. This enabled everyone to experience competitive sport throughout the year. - Due to COVID-19 this year's registration has been cancelled with the agreement it will re-open next year. 	<ul style="list-style-type: none"> - Inter-house competitions to take place next year to involve whole school with opportunities for participation in competitive sports. - Registering for the Summer Games allows greater opportunities and experiences for pupils, encouraging a positive focus on being active and taking part in different sports. - Next steps: continue to encourage different abilities and groups of children in to playing sport competitively to build self-esteem, team work and love of sport including but not
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				exclusively SEN and Pupil Premium pupils. SEN/Pupil Premium as well as less active pupils.
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Underspend this year due COVID-19 (March-July 2020) approx £12,000

– updated following guidance from Sport Birmingham Webinar July 28th 2020

These events were unable to go ahead due to government guidelines:

Culmington/Outdoor Adventure Activities

Transport for competitive sport

Medals to promote sport achievements

Additional equipment for summer activities

Additional clubs to increase participation

Swimming for one class to increase National standards of swimming