

# 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](https://www.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 2021/2022, 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](#).

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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£17, 730
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17, 730
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17, 730

## Swimming Data

Please report on your Swimming Data below.

<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of atleast 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 schoolat the end of the summer term 2022.</p> <p>Please see note above</p>	66%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl], backstrokeand breaststroke]?</p> <p>Please see note above</p>	66%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	73%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but thismust be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	No

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23		Total fund allocated: £6810		Date Updated: 08/09/22	
<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:
					41%
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:
1. Offer an inclusive, fun, vigorous and high-quality physical education curriculum which inspires all children to succeed.	<ul style="list-style-type: none"><li>Allocation of 2 hours per week dedicated toward physical education.</li><li>✓ 1 hour taught by AGT Coach</li><li>✓ 1 hour taught by class teacher</li></ul>		£6650	Targeted AGT groups received extra gymnastics and general PE skills lessons to promote excellence. Two targeted inclusion groups were set up for SEN groups and two inclusion groups were established to promote social skills through PE – all led by our sports coach. One child who has very significant learning needs is also extremely gifted at sport. This opportunity has had a huge impact on raising his self-esteem; in turn impacting positively on his general behaviour and willingness to attempt new learning in the classroom. A group were entered for Britain’s Got Talent auditions and benefited greatly from the process.	Continue our AGT provision to ensure we’re offering sufficient challenge and supporting those who may not necessarily be academically able but who excel in sport.
2. Provide opportunities for all our children to develop their physical, cognitive, and emotional skills through high-quality physical education	<ul style="list-style-type: none"><li>Using the comprehensive Get Set 4 PE resource to support teachers in the delivery of high-quality, inclusive PE.</li><li>Share Head, Heart and Hands objectives at the beginning of lessons to allow children to see the variety of skills they will be developing play a role in the learning.</li></ul>		£550		Continue to offer this provision as it has supported the children both physically and in terms of improved communication and interaction. There has also been a noticeable impact in the classroom where handwriting has improved and members of the group are now more willing to take part in lessons and answer questions.
3. Provide a clear and progressive learning journey which offers children the opportunity to build on previously learnt skills to secure mastery.	<ul style="list-style-type: none"><li>Use progressive lesson plans which build on previous year groups’ skills and experiences.</li><li>Revisiting skills/sports throughout key stages.</li><li>Provide staff with inhouse CPD on how to provide STEP differentiation to challenge and support SEND/GD.</li></ul>				
4. Ensure regular physical activity is promoted for all pupils.	<ul style="list-style-type: none"><li>Using key stage assemblies to share Moki Band steps (per class), leading to competitive step challenges.</li><li>Using school council as a platform to encourage more opportunity for physically demanding</li></ul>				

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<p>5. Offer children identified as Able, Gifted and Talented in sport additional opportunities to ensure their talents are developed further.</p> <p>5. To use sport and physical activity to support the development of those with physical needs and raise the confidence and self-esteem of groups of identified SEND children.</p> <p>6. Target less-active children for extra-curricular opportunities.</p>	<p>activities on the playground</p> <ul style="list-style-type: none"> <li>Allocate 2 hours per week for an inclusion PE group, led by our Sports Coach, with the objective of offering a broad range of sports to develop</li> <li>Allocate 1 hour per week for a Year 3 girls SEMH session</li> <li>Allocate 1 hour per week for a 'Healthy-Lifestyle' club, incorporating parents</li> <li>Use of Get Set 4 Pe pupil profile to track extra-curricular club/inter-school competition attendance</li> <li>Use Moki Bands to assess activity levels</li> </ul>		<p>All identified children have been really willing to take part in sport. This initiative has had a positive impact on their social skills; communication and listening and general interaction with each other.</p> <p>There has been an improvement in their generic sports skills, including movement, body control and co-ordination.</p>	<p>Continue to develop our 'Healthy Heart Project' This will be driven by allocating our previous PE Leader to be responsible for leading on this project solely.</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>
				13%
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>
<p>1. Provide the best possible PE curriculum which ensure skills in a broad range of sports are clearly sequenced to ensure progression.</p>	<ul style="list-style-type: none"> <li>Use Get Set 4 PE scheme to support delivery and progression of skills.</li> <li>Use FFT for rigorous assessment, providing staff with clear data regarding attainment, progress and to help inform next steps for delivery. Monitor planning and quality of teaching through regular lesson visits. (January 2021 onwards)</li> <li>Monitor planning and quality of teaching through regular lesson visits (during subject leader time)</li> <li>Organise a Mission Week each term: 'Loving Week', 'Living Week' and 'Learning Week' Ensure that each week offers new</li> </ul>	<p>£2086</p> <p>£0</p>	<p>Three Mission Weeks have taken place. Feedback from children, parents/ carers and staff overwhelmingly illustrates the positive impact of our Mission weeks. Children surveyed to assess further uptake of sports featured during the weeks.</p> <p>Daily Mile in place for all year groups.</p> <p>Sports Captains were appointed and presented to their peers. This boosted their self-esteem and leadership skills. They also provided excellent role models to their peers. Weekly Sports Captains' PE award was introduced and announced weekly in assembly.</p>	<p>We plan for three themed weeks that link closely to our school Mission Statement across the forthcoming academic year; 'Loving Week', 'Living Week' and 'Learning Week'. Each will still have a strong focus on how sports, physical activity and emotional well-being can help us to be physically and mentally healthy and to develop positive relationships.</p> <p>Ensure that 'Daily Mile' good practice becomes embedded practice across the school.</p> <p>Continue to develop the roles of our Sports Captains.</p> <p>Continue to offer the PE award weekly,</p>

2. Provide children with the opportunity to compare and reflect on their social, cognitive, and emotional skills in PE, through reference to our Catholic ethos and values.	<p>opportunities for children to love themselves and their bodies, live in a healthy and happy way and learn about the importance of physical and mental well-being.</p> <ul style="list-style-type: none"> <li>Make strong links to such skills in key stage assemblies, linking relevant news stories to these skills. Pose oracy-style questions to the children, allowing them to discuss the importance of PESSPA in the world.</li> </ul>			
3. To plan 'Mission Weeks' each term offering a broad range of activities and promoting both physical and mental well-being.	<ul style="list-style-type: none"> <li>Organise a Mission Week each term: 'Loving Week', 'Living Week' and 'Learning Week' Ensure that each week offers new opportunities for children to love themselves and their bodies, live in a healthy and happy way and learn about the importance of physical and mental well-being.</li> </ul>	£50 – resources for Living Week	PE leader worked with Sports Captains to lead assemblies. Sports Captains awarded a sports award to a child each week, in celebration assembly. This raised the profile of leadership roles in sport and provided encouragement for children to achieve their best.	Continue to promote the role of sports captains
4. Provide children with a voice in PE.	<ul style="list-style-type: none"> <li>Provide regular opportunities for children to share their learning and questions during PE lessons.</li> <li>Provide regular opportunities for children to share their views and feelings about PESPPA through pupil voice questionnaires (QR codes on our website)</li> <li>Designate 2 children to become Sports Captains. These children will promote the vision and profile of PESSPA through celebrating children's success in PE assemblies, celebration assemblies etc.</li> </ul>	£0	Mission weeks took place with physical activity planned into each one.	Continue for next year. We plan for three themed weeks that link closely to our school Mission Statement across the forthcoming academic year; 'Loving Week', 'Living Week' and 'Learning Week'. Each will still have a strong focus on how sports, physical activity and emotional well-being can help us to be physically and mentally healthy and to develop positive relationships.
5. Invite local Aston Villa women's footballers into the school to enhance our teaching of football.		£0		Ensure that 'Daily Mile' good practice becomes embedded practice across the school.
6. Invite a local athlete into school to host an assembly, based around a particular theme (Catholic ethos/mission/vocation/SEMH)	<p>Use our School Games links to invite Natalie Haigh (or other provider) into our school to provide a Year 4 girls CPD football session</p> <ul style="list-style-type: none"> <li>Reach out to local athletes</li> <li>Provide children with an assembly/session</li> </ul>	£100-200 (arrangement/transport fees)	Could not arrange for this year, although our sports coach shared his journey as he prepared to try out for the England rowing team. This provided an inspirational role model.	Continue to develop the roles of our Sports Captains. Continue to offer the PE award weekly,
				Aim to improve the range of visitors for our children. Source sporting role models

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				30%
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:
1. To employ a qualified, expert sports coach to support and model in lessons and to model the encouragement of team sports activities to school staff during break times.	<ul style="list-style-type: none"> <li>PE coach to be employed for 2 days per week to offer support, advice and modelled lessons to staff both in lessons and for the promotion of sport and exercise during break times.</li> <li>Extra –curricular clubs offered 2 days per week 1 session to be open registration 1 session to be targeted inclusion</li> </ul>	£5320	Children received high quality sports coaching. Staff observed exemplar lesson and had team teaching opportunities, broadening their experience and their own good practice.	Continue for the next year.
2. To use the Get Set 4 PE scheme to support and model lessons for staff.	<ul style="list-style-type: none"> <li>Use the comprehensive Get Set 4 PE platform</li> </ul>		Get Set 4 PE improved lesson content and outcomes for children. Ensuring a broad range of sports were experienced.	Embed throughout the next year.
3. To use skill progression ladders to support the planning and delivery of lessons for staff.	<ul style="list-style-type: none"> <li>Share skill progression ladders with staff before teaching units.</li> <li>Display skill progression ladders in the hall for children to see how to further develop.</li> </ul>	£0		
4. To provide in-house CPD for dance and gymnastics. <i>After a staff voice, this came out as an area of focus.</i>	<ul style="list-style-type: none"> <li>Host 2 hours of PE CPD during staff training time to focus on expressive arts</li> <li>Provide staff with opportunities to ‘drop-in’ to PE coordinators lessons, modelling high-quality provision in dance and gymnastics.</li> </ul>	£0	Took place. Staff feedback was overwhelmingly positive and their confidence levels in teaching gymnastics and dance rose as a result.	Plan in further internal CPD opportunities to sustain improvement of curriculum delivery.
	<ul style="list-style-type: none"> <li></li> </ul>	£0		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				11%
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:
<p>1. Use data from previous fitness tests/Moki Bands and teacher observation and assessment to target lowest 20% fitness/skills/ achievement in each class with extra PE time provided by sports coach.</p> <p>2. To increase the range and amount of extra-curricular sports activities offered. Ensuring that all age groups are catered for.</p> <p>3. Ensure continuous sports provision and physical activities offered to all children during break times</p> <p>4. Provide children the opportunity to compete in a range of sports through our School Games connection.</p> <p>5. Apply for Commonwealth Sports equipment giveaway.</p>	<ul style="list-style-type: none"> <li>Assess children using PE assessment grid. Target lowest 20% for catch up. Also target those at greater depth within lessons, ensuring additional challenge/ responsibilities provided.</li> <li>To develop further breakfast, lunchtime and after school club sporting activities. Our sports coach to offer x2 lunchtime support activities</li> <li>Introduce dancenastics, yoganastics and boxercise for breakfast clubs.</li> <li>Introduce organised sport during lunchtimes (intra-house).</li> <li>Use Get Set 4 PE station cards to promote physical activity challenges during breaktime.</li> <li>Use Moki Bands to encourage children to increase their step count through being physically active for the duration of playtime.</li> <li>Sign up to a variety of sports through our School Games connection, especially targeting those children who participate least (SEND Tennis, OAA, Wildcats football)</li> <li>Maintain SJB Sports teams, providing children opportunities to compete against other schools in a variety of sports.</li> <li>Apply for badminton equipment through Commonwealth equipment giveaway.</li> </ul>	<p>£2914</p> <p>£30-50 for upkeep of Moki Bands (batteries)</p>	<p>All clubs took place, improving the school's extra-curricular offer and enabling us to target specific children for a variety of reasons.</p> <p>By broadening the variety of extracurricular clubs offered more children have been enticed to join. For example, those who were interested in the drama aspect of 'Dramacise'.</p> <p>Overall this has increased the number of children who have participated in active extra-curricular clubs.</p> <p>We have increased staff knowledge and confidence and this has resulted in higher quality PE lessons during curriculum time – therefore children are making greater progress in Physical Education. Lunchtime staff received specific training in developing play; this has improved their organisation and willingness to participate.</p> <p>70% of our children are taking part in extra-curricular sport at lunchtimes or after school.</p>	<p>Sustain extra-curricular opportunities and aim to add further clubs.</p> <p>Continue to promote active extra-curricular clubs by offering a broad and unusual range of options.</p> <p>PE coach to support outside during one lunch time per week, to role model and to ensure children's skill progression in team sports.</p> <p>Continue to offer this provision but further enhance our extra-curricular provision.</p> <p>Continue to promote and regularly re-stock our Play Pods.</p> <p>Re-enforce playground zoning and offer further training to lunchtime staff to participate in, lead and encourage a broad range of physical activities on the playground.</p> <p>Ensure sports equipment is well stocked; offers a good range and is in good condition to support varied physical activity opportunities during break times.</p>



6. Continue to provide swimming proficiency, including water safety.	<ul style="list-style-type: none"><li>• Apply for table tennis equipment through Commonwealth equipment giveaway</li><li>• Continue to take KS2 to weekly swimming sessions during designated terms at North Solihull Sports Centre.</li></ul>		All KS2 classes received their allocation of swimming lessons. This resulted in a rise of those able to swim 25 metres plus on previous year.	Sustain swimming lesson offered next year
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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:
<p>1. Engage the skills of our sports coach and an LSA to maintain and increase participation in a wide variety of competitive sport opportunities.</p> <p>2. Provide an opportunity for KS2 girls to participate in school football</p> <p>3. Use world-wide sporting events as a springboard (World Cup, Commonwealth, Olympics, Ryder Cup)</p> <p>4. Provide SEND children with opportunity to compete in competitive sport.</p>	<ul style="list-style-type: none"> <li>Ensure that our school regularly participates in competitive sport opportunities between, House groups and other schools.</li> <li>Appoint Sports Captains, who will write match reports and blogs to ensure the profile of our sporting achievements is raised in the community.</li> <li>Develop a girl's football team by using the England Women's Euro achievement as a platform for inspiration.</li> <li>Develop a league calendar with local primary schools to host and play competitive girl's football.</li> <li>Host themed sporting days relevant to the elite sporting calendar, providing children with opportunity to compete in these sports throughout the year.</li> <li>Using School Games connections, sign up to the SEND-themed sporting events hosted (Tennis, Boccia, Football).</li> <li>Use Get Set 4 PE profile to build and monitor participation rates.</li> </ul>	<p>£0</p> <p>£0</p> <p>£1060 (Yearly School Games fee)</p>	<p>Competitive sport opportunities increased through MAC wide opportunities and stronger links with secondary schools.</p> <p>See above</p> <p>Introduced successfully</p>	<p>Further develop and make links with local leagues.</p>

Signed off by:	
Head Teacher:	<b>I.Gallagher</b>
Date:	15.9.23
Subject Leader:	<b>B. Craggs</b>
Date:	15.9.23
Governor:	<b>A.Spindlow</b>
Date:	20.9.23