

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 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 2020/21	£0
Total amount allocated for 2021/22	£18,860
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,380
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£19,380

Swimming Data

Please report on your Swimming Data below.

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?	55%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	64%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	47%
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?	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.

Key indicator 1: The engagement of all 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

Intent	Implementation		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?	
Pupils to be offered a range of extra-curricular sports clubs	Timetable of clubs put together to ensure all year groups have a club that they can take part in. Student voice used. External providers used.	£3150 (3 external clubs for 35 weeks)	172 different pupils attended an afterschool sporting club during the academic year with a range of sports offered during the year from schools own staff and external providers. Sports included dance, gymnastics, kick boxing, football, tennis, tag rugby, rounders, golf, badminton, cricket, and basketball.	Continue to develop more after school enrichment provision for pupils using pupil voice and finding out more about what children do in their own community.
Pupils receive 2 hours of timetabled PE lessons in curriculum time by PE Specialists and class teachers.	Timetables put together to ensure a balance across the school. Student and staff voice	JP part Salary £5030	Timetable lessons for all students throughout the year. Dance specialists also used to support curriculum PE lessons throughout the year to increase quality.	WAT PE Specialist to work alongside more class teachers to model and team teach high quality PE lessons.
Pupils who need more opportunities to develop their skills and confidence in PE provided	Timetables of children consulted with class teachers and SENCO. Range of activities to enhance	JP Salary - see	44 children were involved in PE intervention in small groups during the school day, to improve	More PE teaching capacity to be able to provide more of these sessions which are making real

with intervention PE Specialists. Pupils to undertake more physical activity during the day.	motor skills delivered weekly – due to COVID and SEND needs Key focus on EYFS and KS1 pupils.	above £3500	confidence and competence in PE through motor skill development. EYFS have taken part in sessions to introduce action mats to them in PE. Pupils were very enthusiastic about using mats. HAF program in summer holidays organised for the first time offering a sports camp	impact with selected children. Action mats to be fully rolled out across the school with teachers confident to deliver. Scoot fit program to be investigated for active opportunities throughout the school day. Evaluate success of HAF program and investigate working with providers to offer more regularly.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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:
Pupils to experience spectating at major national/ international sporting events to be inspired to improve their own performances/ get fitter or healthier.	PE Specialist to look out for opportunities throughout the year. Opportunities noted for All England Badminton and Edgbaston International tennis. Link to WAT pledge	£1000	All England International Badminton trip organised for pupils to watch the best players in the world at Barclaycard Arena, Birmingham. Families given opportunity for free tickets to watch local football league club Walsall FC. All pupils were part of Courtney Fry assembly (Olympic athlete) and Y4 and G+T children took part in a boxing masterclass.	Continue to arrange new sporting trips next year with potential of going to spectate at an England Football Match, indoor athletics and the Edgbaston International Tennis.
Pupils to experience taking part in whole school physical activity,	PE Specialist to organise whole school days throughout the year	£1000	All pupils took part in London Mini Marathon world record attempt. In addition to a KS2 orienteering	Continue to arrange new sporting days using pupil voice to improve them further.

<p>wellbeing and sports days. To help encourage pupils to be more active and think more positively about PESSPA.</p> <p>Pupils become more confident and feel part of the school community by offering leadership opportunities at school through PESSPA.</p>	<p>including the new attendance rewards days.</p> <p>PE Specialist to organise playground leaders course through agreed Scheme of work. In addition to opportunities to support with whole school sporting events.</p>	<p>JP Salary - see above</p>	<p>easter challenge and were part of a WAT a Run community event. 3 fun sport reward days organised in nerf wars, glow in dark dodgeball and battlefield archery. Whole school sports days organised for all pupils with a new format.</p> <p>Pupils introduced to leadership opportunities in PE lessons. Pupils supported the whole school sports days.</p>	<p>Set up of a School Games Crew within school to support with PE within the school and provide more leadership opportunities.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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>Pupils experience more lessons that are well structured and are appropriate to their level through PE Specialist working with different class teachers throughout the academic year in teaching lessons alongside them.</p>	<p>Timetable formed to ensure all classes and staff benefit.</p>	<p>JP Salary - see above</p>	<p>PE specialist has provided advice and support to staff in school through sharing of resources and informal support.</p>	<p>PE Specialist to have the opportunity to work with all class teachers in school to deliver lessons and work alongside when class teachers are delivering their own lesson.</p>
<p>Pupils to experience higher content knowledge from staff through CPD Opportunities offered to PE Specialist and all members of staff.</p>	<p>PE Specialist to direct relevant courses for staff when available to meet the needs of the school and staff. Continue links with Chance 2 Shine, dance specialists and Worcester Rugby.</p>	<p>JP Salary - see above</p>	<p>PE Specialist attended the YST conference taking part in a range of different workshops to improve PE practice.</p>	<p>PE Specialist to be given opportunity to give a practical PE CPD session to all staff or key PE staff to give generic CPD on areas such as equipment and organisation in PE. Staff voice to be sought for in specific sporting areas for sessions.</p>
<p>PE Specialist has opportunity to work with other PE leaders to share and model best practice.</p>	<p>Regular meetings and informal discussions/ contact throughout the year to improve practice.</p>	<p>£200</p>	<p>PE specialist attending curriculum PE session with YST leader and other WAT PE practitioners to discuss best practice.</p>	<p>PE Specialist continued to be given opportunities to develop alongside other professionals. Investigate joining Streetly School Sport Network for professional practice.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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>Pupils to have access to the best possible sports equipment so they are able to develop their skills and experience new sports.</p> <p>New experiences and skills given to children through unique events such as working with Scoot Fit, British Cycling, Bhangra and Tai Chi.</p>	<p>PE Specialist to select the equipment that is most in need looking at PESSPA that is delivered. Student and staff voice in selection.</p> <p>PE Specialist to work to provide new experiences for children working with specialist providers on selected dates.</p>	<p>£1500</p> <p>£1000</p>	<p>A range of equipment is now available to deliver new sports which include volleyball, badminton, golf, table tennis, archery, tchoukball, speed stacking, orienteering, indoor curling, goalball and boccia.</p> <p>New sport experiences offered to children through experience days in glow in dark dodgeball, nerf wars and battlefield archery. In addition to whole school participation event in the London Mini marathon world record attempt, Wat A Run and Easter Orienteering. New experiences given to children through OAA residential for Y6 and British cycling course for Y5 which included visiting Cannock Chase to cycle.</p>	<p>Ensure all have knowledge of the importance of high quality equipment. Continue to increase the range of equipment.</p> <p>Organisation of a whole school participation sports day where children take part in a range of sports/ activities to experience with external providers.</p>
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Key indicator 5: Increased participation in competitive sport

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 do now? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Pupils have the opportunity to take part in a range of different sports representing their school regardless of their ability through providing A, B, C, girls and SEND teams.</p>	<p>All opportunities are taken, where possible, for children to represent their school.</p> <p>A range of events are chosen for different aims of competition: competitive, friendly, festival through the Walsall School Games Program which the school proactively supports.</p> <p>Regular participation matches in different sports are organised between Rivers and Goldsmith, in addition to matches with other schools through the Walsall Primary Football League.</p> <p>Tracking of opportunities is undertaken by PE Specialist to ensure all pupils who wish to have the chance to take part in the right event for them.</p>	<p>£3000</p>	<p>158 different pupils represented the school at 39 different sporting events during the academic year with a range of different sports offered in competitive, friendly and festival events.</p> <p>Rivers achieved School Games Gold award highlighting commitment to School Sport for the second year in a row</p> <p>A range of friendly Goldsmith vs Rivers sports events organised for all ages and abilities, robin hood, target games, dodgeball, athletics and football.</p>	<p>Increase the provision of level 1 competition through implementation of the house system within school.</p>