

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
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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](#).

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Details with regard to funding

Swimming Data: 2021-2022

Total amount carried over from 2020/21	£2,511.60
Total amount allocated for 2021/22	£19,609.00 (£22,120.60)
How much (if any) do you intend to carry over from this total fund into 2022/23?	£1630.60
Total amount allocated for 2022/23	£19,630.00
Total amount of funding for 2022/23	£21,260.60

Meeting national curriculum requirements for swimming and water safety.

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.

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

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.

43%

What percentage of your current Year 6 cohort use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)?

40%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	53%
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 (for an additional class to access swimming lessons)

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: 2022/2023	Total fund allocated:	Date Updated: September 2022	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school			Percentage of total allocation:
			82.9%
Intent	Implementation		Impact
<p>For children to learn the importance of exercise for health and well-being and therefore to be able to make an active choice in participating in physical activity at lunchtime. Through these physical activities, we would also like children to learn the following:</p> <ul style="list-style-type: none"> - Collaborative team work - Safe play - Safe holding of equipment - Respect for peers 	Employment of Soccer 2000 coaches to lead games with a year group each day on a rotational basis in line with the school lunch time rota.	£ 7371.00	<p>Each year group were offered lunchtime sessions where children were physically active for at least 30 minutes.</p> <p>To employ a sport coach specifically for Oak Meadow to ensure greater consistency. They will continue to lead games within year groups to provide opportunities for children to have an active lunchtime, as well as delivering the PE curriculum.</p>

To promote engagement in physical activity, recognising the health and fitness related benefits of it.	Identify an existing member of the lunch time supervisory staff to be responsible for leading the daily mile using the newly constructed all weather/all year track.	£ 953.55	The number of children using the mile has grown, increasing the engagement for all pupils in regular physical activity all year round.	To continue to identify an existing member of lunch time staff to lead the daily mile.
For children to learn the importance of exercise for health and well-being first thing in a morning by taking part in physical activities before school. We would like the children to learn to play safely and collaboratively	An Oak Meadow member of staff working in collaboration with Soccer 2000 coaches to lead Breakfast Club incorporating a range of physical activities with children working within social/	£3063.45	All children attending breakfast club were engaged in fun, energetic and age appropriate games resulting in all children having an active start to their day.	To continue to employ staff members and sport coaches to provide a range of active activities during Breakfast club.

within a mixed ability group.	<p>mixed ability groupings in a range of activities.</p> <p>Staff to provide a balanced range of physical activities to appeal to all attendees, differentiating appropriately to seize children's sporting interest, enjoyment and motivation.</p>			
<ul style="list-style-type: none"> - To encourage all children to be able to swim confidently, performing a range of strokes. - For children to have an awareness of self - rescue techniques in different situations 	<ul style="list-style-type: none"> - Provide an additional weekly swimming lesson (differentiated) to secure pupils' swimming skills and meeting NC requirements. - Provide a range of scenarios for children to learn, share and demonstrate self - rescue techniques. 	£ 4950.00	Swimming lessons took place which provided children with key knowledge and skills on how to be safe around water and how to perform a range of strokes effectively.	To continue to book additional weekly swimming lessons for Year 4 and 5 children to ensure all/most children are competent swimmers by the end of Key Stage 2.

Selected Year Five pupils will act as playground leaders to facilitate engagement in physical play amongst children across the school	Sports Premium Grant to fund 'ExplorKeystage2 Activity' and playground leaders training led by external training company 'Wider Learning' (Paul Bellamy)	£ 1295.00	Year 5 children were trained and effectively ran various activities across the school increasing the number of children engaged in physical activity.	To continue to train the next cohort of Year 5 children to make sure that the system of 'play leaders' continues as the children progress through school.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

37.6% (School's additional allocation to the SPG)

Intent	Implementation		Impact	
A greater proportion of children access the KS1 'TrimTrail' equipment.	<ul style="list-style-type: none"> - Review the height of each structure/piece of equipment in line with Health and Safety guidelines. - Provide soft and safe landing 	£ 7997.00	The area is now safe for all children to use on a regular basis throughout the year.	To continue to monitor the area and adapt where necessary.

	<ul style="list-style-type: none"> - surfaces surrounding each structure. - To lead safe use instruction for all Early Years and KS1 children (and providing training/guidance for staff where identified) 			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:

7.6%

The Get Set 4 PE published scheme supports the high quality PE teaching and learning provision throughout the whole school.	Subscribe annually to the Get Set 4 PE programme in order to support the teaching and learning of PE (especially for teachers new to the school)	£550.00	The whole school is using a consistent approach for PE, which provides staff with the knowledge and skills to teach PE to a high standard - including differentiation, assessment, equipment needed and the	To ensure the subscription continues the following year. Through monitoring, ensure that the scheme is being used correctly and consistently throughout school.
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			physical, social, emotional and thinking areas for the lesson.	
ECT are confident and proficient in leading quality first PE teaching and learning, adhering to NC requirements.	ECT time to facilitate direct observations of sports coaches. ECTs to observe PE subject leaders teaching PE.	£1086.23	ECT's have observed quality teaching in PE and have had opportunities to team teach their lessons to upskill and strengthen their knowledge in the curriculum	To continue to provide the same opportunities next year to future ECTs. To continue to check in with this year's ECTs to make sure they feel confident delivering PE and to offer any support where needed.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 5.1%
Intent	Implementation		Impact	
Your school focus should be clear what they need to learn and to consolidate through practice:	Make sure your actions to	Funding	Evidence of impact: what do changed?	Sustainability and suggested
Children will be able to experience a broader range of sports within the school day.	To actively engage in sporting activities organised and led by Wolverhampton Association for Sports in Primary Schools (WASPS) including festivals and taster sessions.	£150.00	Various children have taken part in competitive, engaging and inspiring events, which has provided them with a wider range of sporting opportunities and developed their interest and love for sport and PE.	To continue to enter a range of events to engage and inspire the least active as well as celebrating and providing opportunities for children to take part in competitive sport.
A larger number of- children experience adventurous activity through <i>Forest School</i> .	Train a member of staff to deliver weekly Forest School sessions. Purchase Forest School equipment and consumables to support sessions.	£500.00 £150.00	All reception children have received weekly forest school sessions that have increased their physical activity through tree climbing, rope obstacles and various games.	We will continue to provide forest school sessions for all Reception children to ensure they are given broader physical experiences.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
The school is represented in competitive sports and events organised by Sports in Primary Schools (WASPS), local cross border and regional events.	Regular access to WASPS website and forums to register teams, groups and individuals for league fixtures and sporting events. Identify members of staff to provide relevant coaching sessions prior to attendance of events and staff to accompany the children to the- sporting fixture.	No Cost No Cost to school *coach fee	From hiring coaches, this enabled us to provide opportunities for children to attend different events.	To continue to invest in transport cost to ensure any child is able to attend sporting events regardless of their transport needs.