

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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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 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	£19,609.00
Total amount of funding for 2022/23	£21,239.60

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p><i>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.</i></p> <p><i>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</i></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><i>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.</i></p>	75%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)?</p>	75%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70%
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: 2020/21	Total fund allocated:£19609.00	Date Updated: September 2021		
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: 77.4%	
Intent	Implementation	Impact	Sustainability and next steps	
<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 	<p>Employment of Soccer 2000 and lunchtime staff to lead physical activity/ games with year groups according to the school lunchtime rota.</p> <p>Buy playground equipment to support this.</p> <p>(March onwards, to lead the daily mile following the construction of an all-year round perimeter track)</p>	<p>£1368.0</p> <p>£500.00</p>	<p>Each year group were offered lunchtime sessions where children were physically active for at least 30 minutes.</p> <p>Equipment was purchased to encourage and motivate children to have an active lunchtime.</p>	<p>To continue to employ and sport coaches to lead games within year groups to provide opportunities for children to have an active lunchtime.</p> <p>To have an inventory and monitor the equipment for the next year.</p>

<p>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 within a mixed ability group.</p>	<p>Soccer 2000 to lead Breakfast Club incorporating a range of physical activities with children working within social/ mixed ability groupings in a range of activities. Weekly, Soccer 2000 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>	<p>£4094.00</p>	<p>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.</p>	<p>To continue to employ staff members and sport coaches to provide a range of active activities during Breakfast club.</p>
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<p>Upskill Year 6 children to become play leaders in order to lead and initiate safe play and teaching of new games through Connect Ed/ Soccer 2000.</p>	<p>Liaise with course facilitator to lead training with identified children. Produce timetable to support training opportunities within school time. Course leader to model play: leading strategies to increase pupils' physical activity during lunch time periods.</p>	<p>£6840.00</p>	<p>14 children were trained to deliver mini sessions for both KS1 and KS2 at lunch times that increased the participation of children being active at lunchtime.</p>	<p>To train both Year 5 and 6 children next year to continue to popular lunchtime activities.</p>
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For a greater proportion of pupils to be able to swim confidently and perform a range of strokes including self-rescue skills.	Provide an additional weekly swimming lesson – differentiated - to secure pupils’ swimming skills and meeting of NC requirements.	£75p.w. Coach Travel £45p.w Hire of Pool and Swimming Teachers £2700+£1620=£4320 (x36weeks)	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 5 and 6 children to ensure all/most children are competent swimmers by the end of Year 6.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				1.4%
Intent	Implementation		Impact	
Recognise the importance of a national global event on pupils’ health fitness well-being future aspirations in sports.	Following a national application process, Oak Meadow has been selected as part of a working group of schools in Walsall and Wolverhampton to participate in the Commonwealth Connections Project. This will entail working in partnership with five other local	£310.00 Transport of pupils to other settings Staff release to accompany		

<p>Participation in the City's Commonwealth Community Games – providing challenge and sporting competitiveness and development of skills between league schools.</p>	<p>schools (including secondary schools) to partake in numerous activities building up to the Commonwealth Games. This will include pupils travelling to other schools for sporting experiences and competition, working with an athlete from Great Britain, international partnership work with the country of Ghana and a Commonwealth 2022 internal sports event next summer.</p> <p>Mrs Brain and Miss Thwaites to be part of the action planning group for formulating league sport events across the City.</p>	<p>pupils</p> <p>Equipment for Commonwealth themed sports event</p> <p>Unknown at present</p>	<p>Children took part in an inter-city working group where they collaborated with other children to learn more about sport in other Commonwealth countries, especially Ghana, to celebrate the Commonwealth games.</p>	<p>To continue to organise a variety of inter and intra events to engage (especially SEND) and motivate children to compete in games and sport. Additionally to continue to offer a variety of extra-curricular clubs for children.</p>
<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation: 8%</p>
<p>To investigate and purchase a new PE scheme of work to ensure full coverage of National Curriculum requirements, assessment of pupils and measurement of progress.</p>	<p>INSET to share new scheme of work with all members of staff. Including its assessment means.</p> <p>Half termly auditing of staff's skills and effectiveness of the new scheme.</p>	<p>£550.00</p>	<p>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 physical, social, emotional and thinking areas for the lesson.</p>	<p>To ensure the subscription continues the following year. Through monitoring, ensure that the scheme is being used correctly and consistently throughout school.</p>

Upskill and develop ECT subject specialisms and teaching of PE National Curriculum requirements.	ECT time to facilitate direct observations of sports coaches. ECTs to observe PE subject leaders teaching PE.		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.
Develop subject specialism.	For PE leads to attend network meetings led by local authority PE specialists.	£1200.00	Subject leaders have attended network meetings, where they have developed their CPD in PE as well as developing their subject knowledge and being up to date with recent research, information and changes.	To continue to attend subject network meetings.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 6%
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
For children to experience a broader range of sports outside of the school curriculum.	To provide a range of extracurricular sports activities termly – voluntarily led by staff.		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.

Least active children to experience adventurous activity through <i>Forest School</i> .	Train member of staff to deliver weekly forest school sessions. Purchase <i>forest school</i> equipment to support sessions.	£950 (Training) £110 (First Aid) £248 Equipment	A range of children who have been identified as least active during PE and sport have been targeted to join forest school sessions where they have been physically active through tree climbing, rope obstacles and various games.	Next year, we will identify children who are the least active and will benefit from physical activity via forest school.
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Key indicator 5: Increased participation in competitive sport	Percentage of total allocation:
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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:
N/A				

Key indicator 5: Increased participation in competitive sport	
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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:

N/A				
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Signed off by	
Head Teacher:	S Arnold
Date:	3 rd September 2021
Subject Leaders:	H Brain/ Z Thwaites
Date:	3 rd September 2021
Governor:	K Hughes
Date:	3 rd September 2021