

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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:

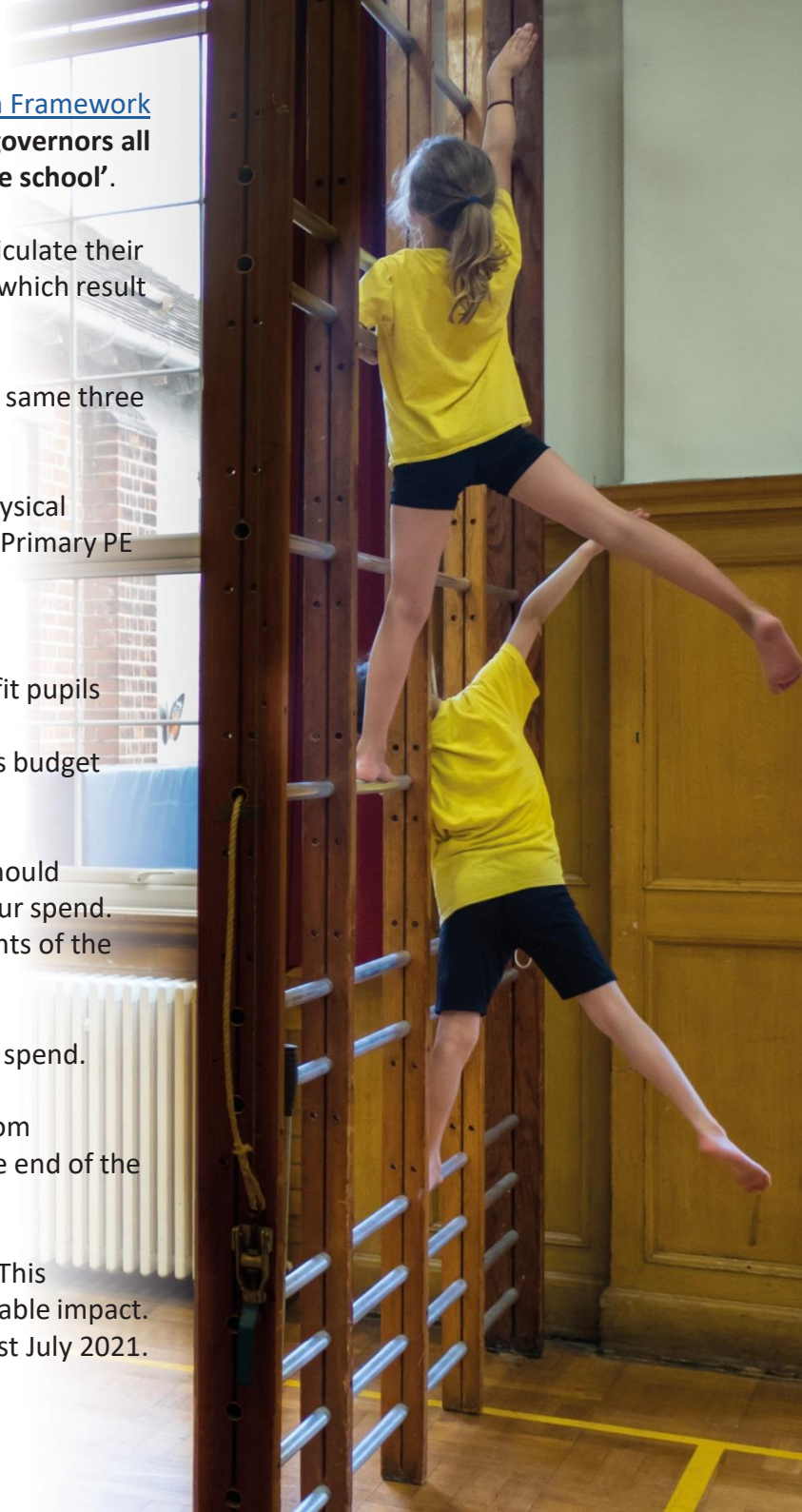
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 by the end of the summer term or by **31st July 2021** 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 2021. 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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>*Sports Mark Platinum achieved in July 2019 and maintained 2020. *100% children (Year R to Year 4) participate in level 0 competitions. *100% children (Year R to Year 4) participate in level 1 competitions including virtual events. *Year 4 High 5 District Champions 2019. *Year 4 bellboating team consistently rank in the top 5 in the Worcestershire Schools Bellboating Regatta. *Successful opening of Blackwell Forest School Nursery with a key focus on physical development in the Early Years in 2018</p>	<p>*Maintain high standards in PE and sport through high quality afternoon sports club provision. *Continue to plan for high quality CPD for staff, in particular ECT (early career teacher), club manager, teaching assistants supporting sports clubs and governors. *Continue to investigate the impact of Covid-19 on the children's physical health and wellbeing and plan universal and targeted provision to support needs. *Develop provision for swimming, as an intervention group for Year 4 to improve confidence and competence in the water. *This will continue in 2021-2022 due to Covid-19 restrictions.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 £0
+ Total amount for this academic year 2020/2021 £17, 220
= Total to be spent by 31st July 2021 £17, 220

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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 transfer to the pool when school swimming restarts.</p> <p>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.</p>	N/A
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2021.</p> <p>Please see note above.</p>	N/A
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	N/A
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A
<p>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?</p>	No, due to Covid-19 restrictions.

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: £17, 220		Date Updated: July 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: 20%
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?:	
*Ensure effective, sustainable afternoon sports club provision through the continued employment of an experienced afternoon club manager.	*PE lead and club manager to co-ordinate termly club timetable with support from All Active Academy. *Club manager to ensure all year groups attend at least one weekly sports/physical activity club. *Club manager to ensure yoga sessions embedded in club provision as part of Covid-19 recovery. *Outside sports coaches to team teach/model skills for club manager and TA club leaders. *PE lead and club manager to evaluate impact of afternoon club delivery e.g. levels of engagement.		£12, 000 Also impacting K12, K13, K14 and K15. £4000 – yoga teacher support. £1000 SLE agreement with All Active Academy. £220 – equipment. Above funding to be shared across all key indicators.	*Increased knowledge, skills and confidence of club manager and TA club leaders in striking and fielding games through outside coach delivery. *100% KS2 children accessed sports sessions with an outside sports coach as part of afternoon club delivery. *100% children accessed live or virtual yoga sessions led by a qualified yoga teacher. *100% children across the school have access to virtual yoga sessions at home through school You Tube channel. *Afternoon club manager role impacting all key indicators.	
				*Cricket and rounders to form part of annual afternoon club provision, supporting School Games Day. *Pupil voice to inform sports/opportunities for physical activity through afternoon clubs.	

<p>Support engagement of SEND pupils in regular physical activity.</p>	<ul style="list-style-type: none"> *Brain breaks and physical activity clearly timetabled monitored by class teacher and SENDco. *Physical intervention groups to target specific learners. Monitored by class teachers and SENDco. *Specific equipment purchased e.g. fiddle easel, peanut fitness ball and ball pit. *Participation of all Reception pupils in Worcestershire Summer School Games (Paralympic themed activities). *Participation of all pupils in SEND inclusive level 0, 1 and 2 events e.g. Worcestershire Cricket Blast. 	<p>See above.</p>	<ul style="list-style-type: none"> *100% YR SEND pupils participated in Worcestershire Summer School Games with Paralympic theme. *100% KS1 pupils accessed SEND inclusive level 0, 1 and 2 events through All Active Academy. *Children successfully accessing 1:1 timetables due to careful integration of regular physical activity breaks. *Equipment used to support occupational therapy targets and fine and gross motor development. 	<ul style="list-style-type: none"> *PE lead to support group provision manager to consider role of physical activity in group provision. *Consider Smart Moves training for group provision manager and lead teacher.
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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:
				20%
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:
In the context of Covid-19, provide further opportunities to support health and wellbeing for all pupils.	<ul style="list-style-type: none"> *Establish 'Healthy and Happy' store as part of the Blackwell High Street. *Create yoga and wake and shake videos to support wellbeing at home and school through school You Tube channel. *Send home termly All Active Academy wellbeing newsletters. *PE lead to attend virtual active school conference to support health and wellbeing across the school. *Ensure yoga is embedded as part of afternoon club provision for all children. *Jotting/mindfulness books for all children Y1-Y4. *After school club lead to create play equipment boxes for each bubble in after school club. 	See KI1	<ul style="list-style-type: none"> *Positive parent feedback to Covid-19 support through questionnaires, interviews, incidental feedback and parent photo book. *100% pupils have access to yoga and wake and shake videos through school You Tube channel. *All after school club sessions provide time for physical activity with access to play equipment boxes. 	*Embed effective use of 'Healthy and Happy' store and measure impact to support pupil wellbeing.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				20%
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:
Develop knowledge, confidence and skills of early career teacher (ECT) in games.	<ul style="list-style-type: none"> *PE lead to co-ordinate visits and support from PE specialist through All Active Academy. *Team teaching sessions between PE specialist and ECT. *Debrief sessions to discuss sequences of learning, progression in skills and effective games delivery. 	See KI1	<ul style="list-style-type: none"> *Improved confidence of ECT to plan and teach games sessions. *Improved confidence to plan a sequence of lessons with skill progression at the heart of planning. *Improved confidence to provide competitive opportunities in lessons. 	*Continue to support ECT in second year of teaching, specifically in the context of indoor sports and activities e.g. gymnastics, due to Covid-19 restrictions.
Further develop staff knowledge and skills to support pupils as leaders.	<ul style="list-style-type: none"> *PE lead to co-ordinate play leader and wellbeing champions training through All Active Academy. *Play leaders trained and supporting happy and safe Y4 playtimes. *Wellbeing leads completed part 1 of training. 		<ul style="list-style-type: none"> *Improved knowledge and understanding of staff to support young leaders. *Improved knowledge and confidence of pupils to support their own and each other's wellbeing. *Happy, settled playtimes reported by Y4 staff supported by play leaders. 	<ul style="list-style-type: none"> *Embed part 1 of wellbeing champion training and continue to move through training sequence. *Develop link between wellbeing champions and 'Healthy and Happy' store.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 20%
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:
In support of KI2, develop yoga provision across the school to support health and wellbeing.	<ul style="list-style-type: none"> *School yoga teacher filmed yoga sessions for all year groups throughout the year. *Yoga teacher filmed yoga sessions to access at home through school You Tube channel. *Yoga teacher taught weekly live sessions for Reception children. *Yoga sessions planned and filmed as part of summer home learning. 	See KI1	<ul style="list-style-type: none"> *100% of pupils access yoga sessions. *100% of pupils have access to yoga and wake and shake sessions through school You Tube channel. 	*Utilise yoga support as part of 'Healthy and Happy' store in the Blackwell High Street.
Develop a range of sports and physical activity across the school day.	<ul style="list-style-type: none"> *PE lead arranged outside coaches for afternoon clubs through All Active Academy. *PE lead selected sports to raise engagement and to support School Games Day e.g. rounders. *PE lead co-ordinated play leader training to increase the range of playground games and levels of physical activity. *PE lead co-ordinated on site and virtual competitions e.g. Worcestershire Summer School Games. *PE lead and all staff organised School Games Day with enhanced risk assessments. 		<ul style="list-style-type: none"> *100% pupils YR-Y4 participated in afternoon sports clubs. *100% pupils participated in level 0 and 1 competitions. *Successful School Games Day for all pupils with individual and 'bubble' team game events. *High levels of engagement through afternoon club provision. 	*Consider physical activity across the school day including Active English and Maths and movement breaks.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20%
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:
In the context of Covid-19, increase level 0, 1, and 2 competitions across the school through creative use of curriculum time, afternoon sports clubs and special events.	<p>*Organise cross-school arts event including dance as part of Covid-19 recovery.</p> <p>*PE lead supported all class teachers to run daily wake and shake sessions and organise half termly virtual competitions.</p> <p>*PE lead to supported teachers in planning for PE and physical activity during lockdown with support from All Active Academy sports network.</p> <p>*PE lead and Year 4 teachers co-ordinated farewell sports week.</p> <p>*PE lead organised outside coaches to enhance level 0, 1 and 2 competitions during afternoon clubs and curriculum time.</p> <p>*PE lead co-ordinated School Games day for all pupils including individual and team events.</p>	See KI1	<p>*100% pupils participated in level 0 competitions in curriculum time and afternoon sports clubs.</p> <p>*100% pupils in YR participated in all events of the Worcestershire Summer School Games.</p> <p>*YR current county champions for wheelchair tennis.</p> <p>*100% of KS1 pupils participated in Worcestershire Cricket Skills Blast.</p> <p>*100% children from YR-Y4 participated in half-termly wake and shake competitions and the virtual rainbow dance/music event between schools.</p> <p>*100% of KS2 pupils participated in rounders and cricket skills competitions as part of afternoon club delivery.</p> <p>*100% of pupils YR-4 participated in School Games event with a Nursery Sports Day.</p> <p>*100% of Year 4 pupils participated in farewell sports week.</p>	<p>*Continue to increase participation in Worcestershire Summer School Games.</p> <p>*Embed cricket and rounders delivery as part of afternoon club provision.</p> <p>*Target Year 3 for virtual and live level 2 sporting events in Autumn 2021.</p>

Signed off by	
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Date:	26 th July 2021
Subject Leader:	Mrs Fleur Webb
Date:	26 th July 2021
Governor:	Dr Hugh Evans
Date:	26 th July 2021