



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by

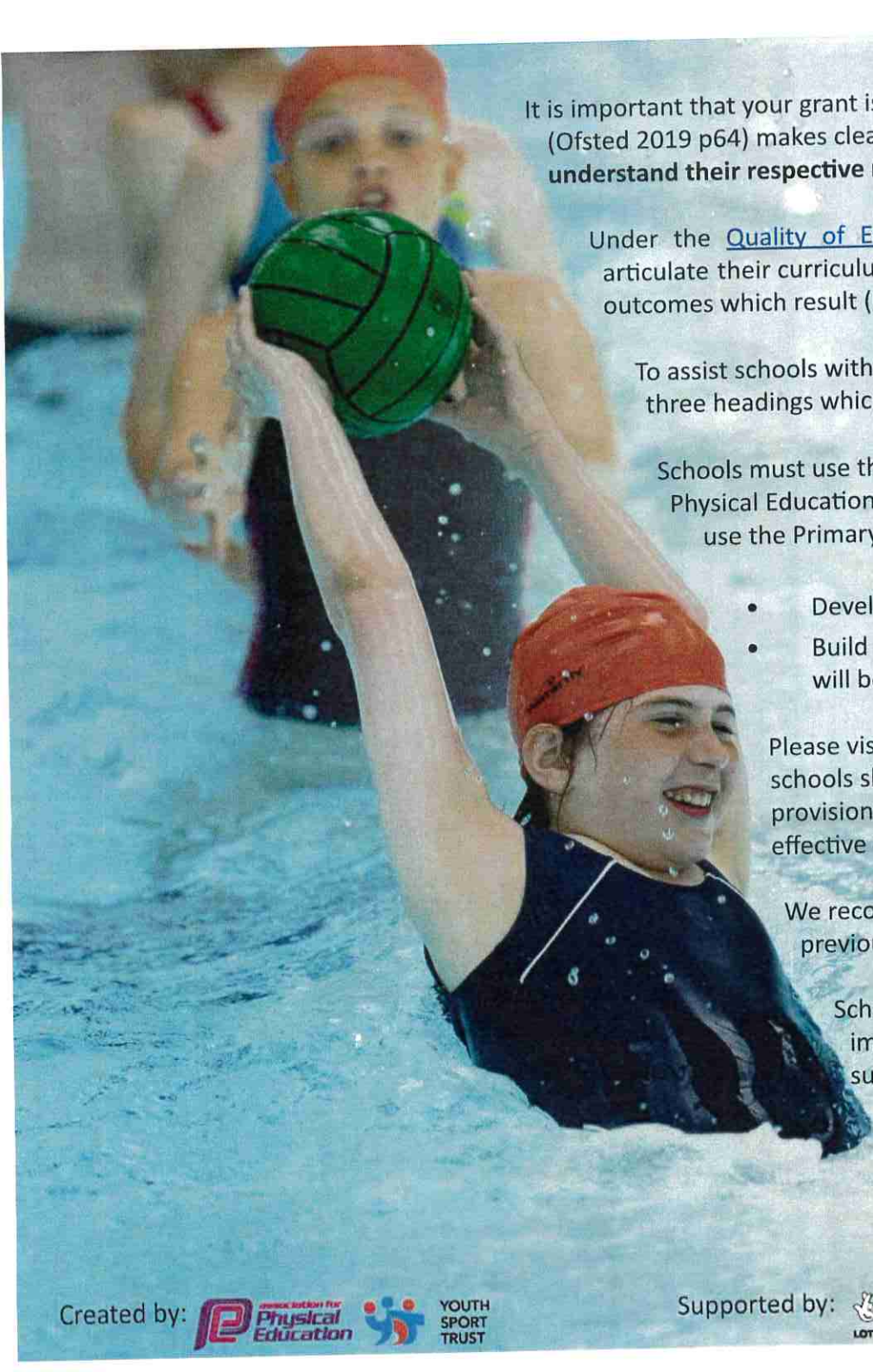


Department
for Education

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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

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 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 2020** 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 2020. To see an

example of how to complete the table please click [HERE](#).

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.

Carry forward to 2023-24 academic year = £ 500.00 ?

Academic Year: 2023/24	Total fund allocated: £16,770.00	Date Updated: July 2024			
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
					%
Intent	Implementation		Impact (evidence)		Sustainability
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 the role of play/sport leaders	Focused training of play leaders by sport TA. Supervised organisation of games lead by play leaders for younger children at lunchtimes. Audit resources and purchase new. Storage of equipment monitored. Half termly review with play leaders to monitor effectiveness and support.(SV)	£40.96	- Increase in leadership skills across year group has been observed by subject lead and lunchtime staff. More organised games and independent decision making. - Number of children participating in structured playtime activities is increasing. - Play leaders have responsibility for monitoring quality of resources and identifying needs		Continue to access training and monitor regularly with Yr4. Consider how to maintain ratios and careful supervision. Devise incentives with Play Leaders for motivation of younger children. Vary themes of lunchtime activities going forward in next academic year.

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.

Key achievements to date :September 2023	Areas for further improvement and baseline evidence of need:
<p>Sports mark Gold award July 2023 for 8th consecutive year.</p> <p>Every child has 2 hours of PE timetabled each week.</p> <p>Regular participation at sporting events.</p> <p>All children participated in at least one competitive event with local schools.</p> <p>Increased profile of sport within school.</p> <p>All Year 4 children trained play leaders and consistently organised active lunchtimes for the whole year.</p> <p>Links established with different schools in the immediate community.</p>	<p>Continue to build on sports/playground leaders training to further improve break time environment and cater for a wide range of pupil needs.</p> <p>Focus on participation in competitive sports/ diverse range of sports and</p> <p>Review participation of target groups (Least Active, Girls'football,)</p> <p>Review attendance at After school Clubs.</p>

Meeting national curriculum requirements for swimming and water safety.	
<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 2023.</p>	NA for Beoley Years R-4 only.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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?	N/A

Continue to develop more active playtimes	Use pupil voice to involve children in planning for more diverse and interesting equipment and to increase motivation. Increase the amount of equipment to develop specific skills for different age groups. Allocate funds to purchase equipment and -evaluate the usage to inform further ideas.		Play ground boxes used daily by all children. - Staff modelled specific use and games to play with the equipment. -Children consistently use the equipment again increasing active purposeful playtimes.	- Sport Premium budget allocation in next action plan to allow further enrichment of boxes Develop specific once/half termly pupil voice to identify need and motivate .
Ensure equipment used in the delivery of PE is appropriate and inspiring.	Audit and evaluate use of equipment and purchase new with a view to obtaining a more diverse range.	£65.37	Sports Safe UK Ltd conducted an annual check on PE equipment to ensure safety and suitability. - High quality resources available for all PE sessions which has led to teachers introducing new activities led by Sport coaches. - New resources being used for PE lessons and play equipment being kept for playtimes	- Equipment audit has enabled a more long- term overview of resources to be built up on a cyclical level. -Improved storage to allow for easier access. -New equipment will be in use for many years to come. -Pupil surveys to take place to ensure children are motivated by activities offered.
Continued subscription to the All Active Academy	PE lead to attend 1x termly AAA meetings to liaise with peers and inform further provision.	£797.00?	PE lead attended all meetings and fed back any relevant information to staff.	Continued subscription to AAA in next academic year with a view to utilising more support through needs led entitlement.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

%

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:		Sustainability and suggested next steps:



Employ Advance sports (SV/GA) to deliver high quality Curriculum PE sessions, after school clubs, team building and gross motor skills sessions to specific children	<p>Sport coaches to liaise and plan with PE lead and head, in termly meetings.</p> <p>Early years children to benefit from specific active learning focusing on early childhood skills.</p> <p>Children in all year groups access a dynamic, varied curriculum-liaison PE lead and sports coach.</p> <p>Gross motor intervention groups developed for children I need of specific support.</p> <p>Staff liaise with sport coach in planning content of curriculum /assessment to ensure increased knowledge and skills.</p>	<p>£13,400.00</p>	<p>Children benefitted from specific movement and coordination training developing confidence and self- esteem. (Assessment sheets/planning). Pupils acquired new skills and enthusiasm.</p> <p>Ks2 pupils more aware of skills levels and how to progress all increased self-esteem in striving to improve their personal best.</p> <p>Marked improvement in gross motor skills of specific children targeted.</p> <p>Regular half termly meetings with sport coach and PE lead.</p>	<p>Develop annual overview of curriculum ensuring key skills continue to be taught.</p> <p>Ensure staff are part of lessons for CPD..</p> <p>Ensure range of instructors and vary each year</p> <p>Continue to provide targeted session for specific children to supplement their PE lessons.</p> <p>Continue half termly meetings with PE lead/sport coach/Head to ensure continuity and objectives.</p>
Implement new assessment system for PE	<p>Introduce and implement use of end of unit assessment tracking sheets to record attainment, aid subsequent planning and monitor impact.</p>	<p>NA</p>	<p>Assessment grid developed and used (grid masters)</p>	<p>Embed further with all staff becoming more competent and using assessment grids half termly in line with SDP.</p>
Develop a wider range of active after school clubs	<p>Offer a varying range of after school clubs, developing different skills to those taught in curriculum PE as well as building on those previously taught provided by in school sport coach.</p> <p>Monitor participation of children and priority groups.</p> <p>Additional after school clubs provided by outside school coaches.</p>	<p>Advance sports</p> <p>SJ Academy</p> <p>(see SPP invoices)</p>	<p>Pupil voice informed choice of after school clubs and children benefitted from a wider range of sports including more inclusive sports.</p>	<p>Continue to use pupil voice and PE lead to source different activities to develop variety even further.</p>

Further develop health and well being opportunities as part of active lives.	<p>Focus on resilience as a key school value and develop this within activities .</p> <p>Hold a mental health and well being day and further enrichment days.</p> <p>Develop Well Being Champions.</p>	CH	<p>Resilience a focus of whole school values and endorsed with achievement cards and stickers to reward and motivate pupils.</p> <p>Health and well being week focused on challenges and resilience to develop children's self esteem , well being and confidence even further.</p>	Continue to underpin all curriculum with opportunities to develop health and well being throughout the year as opposed to one specific week.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
To continue to upskill staff	<p>Access to AAA CPD courses 1/staff member</p> <p>Staff to feedback on training in staff meeting –build a resource bank</p> <p>Look at PE scheme of work</p> <p>PE lead to attend termly AAA meetings</p>		<p>Where possible staff liaised with sport coaches to develop skills and ideas .</p> <p>Sport coaches cascaded ideas and resources where requested</p> <p>PE scheme of work identified for purchase next academic year</p> <p>PE lead attended termly meetings and cascaded ideas and information where appropriate to staff.</p>	<p>.Continue to share good practice amongst staff /cascade lesson ideas. Staff surveys to identify focus for further CPD.</p> <p>Further develop CPD in subsequent year.</p> <p>Purchase and implement a supportive PE scheme of work in the next academic year.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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:
Review provision and provide a range of sporting activities for each key stage.	<p>PE lead, Sport TA to review and amend the overview of curriculum , and after school clubs to allow for progression and greater breadth of activities.</p> <p>Use termly pupil voice to involve pupils in planning more varied and exciting provision.</p> <p>Offer bikeability training to all Year 4 children.</p> <p>Offer learn to ride training for non- riders in Y4</p> <p>Offer balance bike training to Reception.</p> <p>Daily mile to be trialled in Reception.</p>	<p>£2/child x20</p> <p>£5/child x20</p>	<p>Pupil vice identified areas for development in playtime activities.</p> <p>All year 4 children received Bike ability training and one non rider was taught to ride through links with one of our governors.</p> <p>Balance bike training with Reception children was really successful in developing skills and confidence.</p>	<p>Use pupil voice half termly for more systematic input and ideas sharing to further enhance provision.</p> <p>Continue to offer Bike ability training in next academic year but extend to non- rider training to support the increasing amount of non -riders and enhance our provision.</p> <p>Continue with balance bike training early on in next academic year.</p>
<p>Develop competitive sports within school to raise the profile of colour teams.</p> <p>Hold an active enrichment event</p>	<p>One event/term to be held to increase participation and develop resilience and self- esteem, work towards colour team competition.</p> <p>Specific focused events linked to health and well being to raise focus and add variety of activities.</p>		<p>Boccia and dodgeball competitions were held by sport coaches.</p> <p>Team events took place during final half term of the year</p> <p>Annual sports day focused on team building skills as well as a competitive element.</p> <p>Wellbeing week included climbing wall, Thai boxing, whole school singing , active theatre training and a whole school ramble.</p> <p>All events were thoroughly enjoyed by the children and enabled all to develop confidence, self- esteem and new skills.</p>	<p>Develop colour games further in next academic year to take place in last 2 weeks of each curriculum unit.</p> <p>Develop wellbeing throughout whole year.</p> <p>Plan specific enrichment activities throughout the year linked to teams.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Inte nt	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:
Continue to offer a range of festivals to enable children to represent the school within competitive activities	<p>Continue to organise and implement class/team intra school competitions .</p> <p>AAA links and festivals</p> <p>Develop inclusivity by focusing on raising profile of girls football</p> <p>Plan opportunities for all classes to access a festival.</p> <p>Maintain links with middle school for attending larger cluster competitions.</p>	<p>AAA Subscription</p> <p>Transport costs</p>	<p>All teams competed in our annual sports day . Ks2 competed in an inter and intra boccia colour teams competition.</p> <p>All Ks2 girls took part in the national "Let Girls play football " festival organised by AAA.</p> <p>Y2 children took part in school Games summer festival in scooter and skateboarding</p> <p>Years 2 and 3 participated in a dance festival</p> <p>All Year 4 children attended science and Olympics transition festivals at a local middle school</p>	<p>Develop the profile of intra school colour games</p> <p>Introduce colour team captains in KS2</p> <p>Have specific half termly team competitions .</p> <p>Allocate funds to ensure all classes attend inter schools competitions .</p>

Signed off by	
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Date:	July 2024
Subject Leader:	Nicola Allen
Date:	16/7/24
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Date:	16/7/24.

