

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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£
Total amount allocated for 2022/23	£

Swimming Data

Please report on your Swimming Data below.

Swimming Data 2022/23

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?	66%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	66%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	66%

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.

Vision for the PE and Sport Premium: All pupils leaving our school will be physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.

Objective: To achieve self-sustaining improvement in the quality of PE and sport. *It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (above) that will live on well beyond the Primary PE and Sport Premium funding.*

The 5 key areas of improvement:

The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school. The profile of PE and sport is raised across the school as a tool for whole-school improvement. Increased confidence, knowledge and skills of all staff in teaching PE and sport. Broader experience of a range of sports and activities offered to all pupils. Increased participation in competitive sport.

Swimming and Water Safety

Swimming is an important skill and can encourage a healthy and active lifestyle. We currently provide swimming instruction in key stage 2. The programme of study for PE sets out the expectation that pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres / use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] /perform safe self-rescue in different water-based situations.

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: 2022/23		Total fund allocated:	Date Updated: September 2022	
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	
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 encourage children to engage in meaningful lunchtime play and activity. To provide extra curriculum PE clubs both on a lunchtime and after school. Promote physical activity at home – ‘Cultural Capital’. Work with Y6 School councillors and Environment team to encourage pupils to walk or cycle to school safely. To assess and refine our ‘Systematic’ approach to teaching PE in our FP: *Inclusion of and consideration for focus provision under PE curriculum for a more inclusive programme of study.	Provide sustainable, durable equipment for use at lunchtime to facilitate play for children on the field and playground across all phases. Lunchtime supervisors receive CPD from our sports coach to help them keep children active at lunchtime. Teachers and assistants provide extra clubs, including multi-skills (KS1) and Football (KS2) for example, at lunchtime and several after school clubs. - Evaluate current policies for teaching of PE against 2022 PE curriculum coverage and skills. - Work alongside afPE members to adapt and add to our current curriculum to maximise opportunities for ALL children. - Communications with Westminster school to devise an ‘inclusive’ PE curriculum that incorporates our focus provision.		Our children have experienced a fun and deeply engaging year across the curriculum. But one area in which we would like to develop is during transition and at times when the children are not under direct provision (eg dinnertimes) we hope to develop this area in the upcoming academic year. Year 6 ambassadors developed a fantastic programme in which the children were able to engage and take part in a number of activities that stretched and developed them physically and mentally/emotionally.	PE equipment is constantly being updated and this will be continued. <i>Continue to promote the culture within the school community that our school is an ‘Active School’.</i> Raise the profile of the importance of PE, school sport and physical activity. Ensuring parents and families know that PE is as important as any other subject. Our curriculum is consistent and clear, leaving a legacy of how PE as a subject is taught.

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<i>*Particular focus on disadvantaged pupils – following child measurements data released for Sandwell/UK</i> Increase/maintain pupil participation in sports/fitness activities offered here at Grace Mary.	Spare kit to be circulated amongst classes so as to include all pupils in sessions. Roles devised to include all pupils in sessions (eg coach/referee etc).		Competition and extra-curricular activity was evident, but not at the levels of which we hoped for our children, to give them the competition and experience we wish for them > target for next academic year.	<i>As communications with Westminster broke down due to the pandemic, we hope to work closely with them this academic year in order to devise a programme inclusive of our Focus Provision.</i>
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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:
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 develop leadership skills in children – <i>incl. Y6 leadership team</i> To raise the profile of Physical Education to all children in school. Staff, parents and pupils to support the view that PE is an important, core subject which enhances health and improves social skills.	SLT and teachers to train up Sports leaders in year 6 who then lead physical activity sessions to the rest of school in groups – <i>supported</i>. *The leaders also help at events such as Sports Day. Subject leader attend training provided by AfPE and local cluster. - Regular celebrations of sporting events. Promotion of sports activities on school website. Encouragement of parent/pupil fitness through morning fitness and school initiatives (eg fundraisers/themed parent workshops). - Membership of AfPE cluster network to continue to support subject here at GM.		Our provision and opportunities during extra curricular activity was carefully planned and throughout out, in house, so as to ensure consistency and effective progression across a learning journey. Year 6 ambassadors developed a fantastic programme in which the children were able to engage and take part in a number of activities that stretched and developed them physically and mentally/emotionally.	Sports leaders continue the fantastic work that they have been able to pick up on in KS1. - Continuation of successful projects and search for new opportunities in the community – as positive relationships have been forged, leaving a legacy of involvement in the community. <i>Continue development of the school website to celebrate PE and sport here at GM would further engage parents and the wider community.</i>

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 upskill staff who support the deliverance of PE lessons (alongside SW). To upskill class teachers with PE games and functional movements to develop physical literacy. <i>To plan and deliver effective CPD for staff – with minimum target ‘development of basic movements’</i>	Staff (as well as Y6 sports leaders) will accompany SW to oversee the lessons and gain training during these sessions. Share common practice (SW) with all staff to ensure universal, school approach for the teaching of PE. Class teachers to work with their class and SW, enabling teachers to gain ideas for active lessons across the curriculum. <i>Organise twilight session, arrange with Sue Trottman for CPD session for all staff</i> - Continue to work with local cluster group (st Michael’s), developing new skills to improve teaching of PE and sport at Grace Mary. - Sign up for sports leader qualifications – members of staff will be qualified to teach and lead a range of sports and specialisms.		In house support and CPD has been effective and positive response has been received from staff members. Externally, we hope to have a better working relationship with neighbouring primary and secondary schools in the coming academic year.	The standard of PE taught within school because of this is high. Definite aspect of provision to continue. Relationships forged with staff and pupils from our local cluster mean that GM staff and the subject will be supported for years to come. Consistent and clear expectations from our F+GM PE curriculum ensure that staff and pupils are aware of what PE looks like at GM. <i>External CPD and training planned from previous academic years will be carried over to this academic year – organised by DanceDesk and delivered by outstanding practitioners in the subject.</i>

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:
To ensure that equipment is updated to provide the best experiences for children to participate in a range of activities, both curricular and extra-curricular. To ensure that all children enjoy some form of sport or physical activity (60mins per day). To continue to audit the sports, skills and activities available – then in turn, audit resources we have available to deliver fun, exciting and engaging sessions with the appropriate equipment available to all. <i>Children able to play a wider range of games and to transfer skills between different sports – after school clubs / external companies and sports groups eg Tividale FC.</i>	Update PE equipment which becomes old and damaged to ensure it provides sustainability for purpose and activity. Clubs including multi skills, dancing, football, etc are all on offer to children weekly. - Work alongside SLT and office staff to purchase necessary equipment to aid in teaching of PE - Pupil voice questionnaire to assess needs for new equipment to aid in the teaching and learning of PE. Encourage flexibility of PE curriculum map so that PE sessions can reflect the particular sports events offered GM. <i>Include specific workshops in a particular sport (See local competition rota) throughout the year (eg. Dodge ball comp / girls cricket tournament).</i>		PE equipment including mats and physical resources have been audited and those in need of replacing have been. Targets for next year will be to turn our attention to the outdoor environment and start to develop a culture of physical activity, and this will need us to purchase and replace certain items within our environment.	Equipment is well up to date. A future next step would be to purchase some more basketball equipment, following on from requests from pupils. <i>We now have a wide range of extracurricular clubs on offer, ran by school staff.</i> Follow up work after festivals including child led blog articles (IT club) to ensure maximum impact from the event. A policy of self-assessment and reflection means that each academic year – the curriculum and resources available will be reflective of the pupils and the interests of which they share with us. <i>Continue to search out additional external opportunities for the children to experience sport.</i>

Key indicator 5: Increased participation in competitive 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:
Increase participation in sporting competitions and festivals accessible to all children Expand upon extra-curricular opportunities and external competition available to our pupils.	Continue membership of the Local Sandwell cluster - Partnership which in turn offers a range of sporting competitions. <i>Contribute to transport to and from such activities in order that this does not prohibit participation.</i> - Maintain strong relationship with local cluster (via St Michael's) to participate in external competition. - Make GM staff fully aware of upcoming competition, preparing fully for evolves and risk assessments to be completed. - Ensure staff/minibus and school diary are complete and fully aware so no opportunities are missed. - Work alongside Sandwell Leisure Trust to promote extracurricular opportunities outside school time. - Pupil voice/questionnaire to be		Extra curricular activities have been offered to all pupils, including dinnertime clubs and/or additional sessions for the children to be active. PE sessions meet all aspects of the national curriculum and pupils' voice report that all pupils wish to participate in PE. A move to attend school in PE kits has meant that all pupils are ready, thus reducing time wasted before and after sessions. Daily mile engagement, as well as the 60mins active daily and the minimum PE sessions per week were all met by all classes.	Embedded 'Competition timetable' – projecting across the academic year available early in the school year, allowing for staff and pupils to be fully aware of what we are able to participate in. House competition devised – range of specialities and skills/tasks to include all. <i>This will be run by our Y6 sports council.</i> <i>Communications with St Michael's a must in this academic year to find out rules and regulations regarding external competition.</i>

Inter-league competition (in-school opposition and competition) created to engage pupils in competitive sporting situations regularly. <i>This will be devised and run by our Y6 sports leaders and Leadership council.</i> Ensure children are active for 60mins per day	completed to assess the current participation statistics, analysing key groups of which to target. - Devise internal competition schedule to pit house groups against each other throughout the year. - Create a list, alongside staff and children, of a wide variety of competitions that challenge and allow children to excel in sporting competition. - Market and celebrate participation, successes and goals on school website and in assembly. Drive expectations of active time across school with all staff aware of how long children should be active, and the benefits of. - Ensure timetable is reflective of active30 and plans opportunities for children to be active. - Explore opportunities for a chalk board outside the school gym to drive participation and internal competition across houses and key stages. PE display board to celebrate PE and sport to drive visually. Key messages and reminders will be key to spread school targets.			The school timetable is reflective of the 5 key indicators of Primary PE and Sport. All children are fully aware of programmes and pockets in the timetable of which they are expected (and gladly participate) to be up and active; engaging in regular physical activity and competitive conditions.
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Signed off by	
Head Teacher:	
Date:	
Ass Head Teacher:	K.Toone
Date:	July 2023
Governor:	
Date:	

It is important to acknowledge that the carry-over of funds from the premium received will be utilised to address several areas of our curriculum to accomplish initiatives we were unable to implement this academic year, increase sustainability and leave a legacy for PE here at Grace Mary:

- CPD opportunities for staff who deliver extra-curricular activities and lunch-time groups.
- Address the emotional health and well-being of pupils returning after a prolonged time away from school.
- Swimming and Water Safety courses will be a necessity.