

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 2019/20	£
Total amount allocated for 2020/21	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2021/22	£
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

Swimming Data

Please report on your Swimming Data below.

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	Swimming sessions have been booked to take place during the summer term. Statistics collected last academic year will still be valid for purpose of this document.
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. Please see note above	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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/No

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.

Swimming Data 2020

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?	64%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	64%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	54%

Due to Covid-19, data collected does not reflect the **EOY** Y6 cohort 2019/20. This year's objectives will include a focus upon swimming / water safety.

Assessment Data

Target pupils

Year Group	Working Below	Working Toward	Working at
EYFS	0	10 36%	18 64%
1	2 7%	8 27%	20 66%
2	1 4%	5 18%	21 78%
3	1 4%	7 25%	20 71%
4	0	9 35%	17 65%
5	1 4%	8 29%	19 67%
6	0	10 36%	18 64%

National Child Measurement Statistics (Grace Mary)

Reception – 17% Obese or Overweight

Year 6 – 18% overweight, 25% Obese (Collectively 43%)

A key target for 2021 must be for our school to address an increasing trend of pupils becoming overweight.

National statistics provide a **participation target of 94%** of which we will adhere to. Additionally, national statistics show 34% of Year 6 were overweight and 24% of Reception children. We hope to stay well below these figures in the years to come with a programme of active learning and physical activity in our curriculum.

Target year groups for 2020/21 – Year 1 and UPK2, however a baseline review of the children's abilities will be required upon returning, as current research suggests that a large proportion of children had been inactive for a prolonged period of time.

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National - Key Facts

In Reception, obesity prevalence has increased 9.9% in 2019/20 to 14.4% in 2020/21

In Year 6, obesity prevalence has increased 21.0% in 2019/20 to 25.5% in 2020/21

Boys have a higher obesity prevalence than girls for both age groups

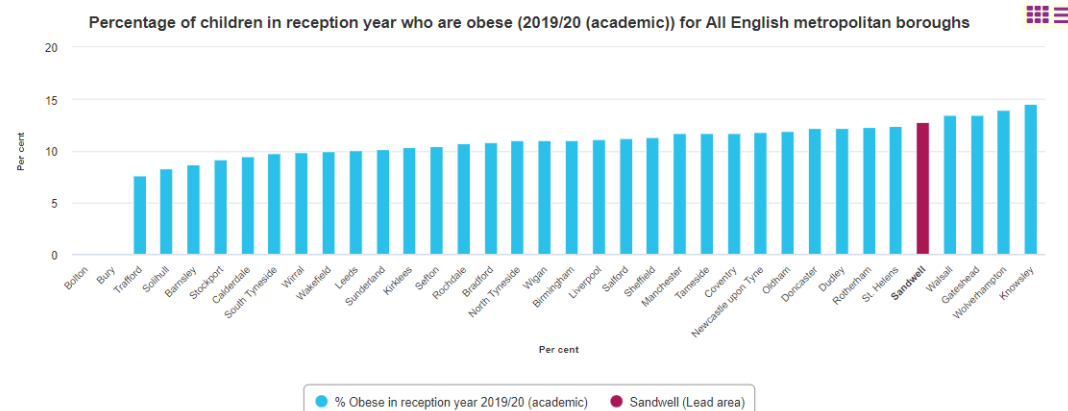
In Reception, 14.8% of boys were obese compared to 14.1% of girls

In Year 6, 29.2% of boys were obese compared to 21.7% of girls

- Children living in the **most deprived areas** were more than twice as likely to be obese, than those living in the least deprived areas
- 20.3% of Reception children living in the **most deprived areas** were obese compared to 7.8% of those living in the least deprived areas
- 33.8% of Year 6 children living in the **most deprived areas** were obese compared to 14.3% of those living in the least deprived areas

Children who are obese and overweight in reception and in year 6 in Sandwell

Metric type	Sandwell				
	2015/16 (academic)	2016/17 (academic)	2017/18 (academic)	2018/19 (academic)	2019/20 (academic)
% Obese in reception year	11.97	12.02	12.37	12.87	12.79
% Overweight & obese in reception year	23.74	23.77	23.99	24.30	25.21
% Obese in year 6	26.08	27.43	28.05	27.86	28.52
% Overweight & obese in year 6	40.64	42.62	42.26	42.41	43.33



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: 2021/22		Total fund allocated: £18,090	Date Updated: 16.11.21	
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: 24%
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: £2200	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To assess and refine our 'Systematic' approach to teaching PE at Grace Mary (via Paths2Progress). *Inclusion of and consideration for focus provision under PE curriculum for a more inclusive programme of study. <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.	- Evaluate current policies for teaching of PE against 2021/22 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. Healthy Minds Happy Me: SEMH Programme procured to promote healthy living – cross curricular links made to address healthy living. Range of physical extra-curricular school learning opportunities: Variety of active after-school clubs / Skills time 'Fridays'. 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).			Our curriculum is consistent and clear, leaving a legacy of how PE as a subject is taught. <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:
				12%
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: £1045	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Staff, parents and pupils to support the view that PE is an important, core subject which enhances health and improves social skills.	- 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). - Staff to be made aware of training opportunities and encouraged to work alongside professional coaches to develop/CPD opportunities. - Membership of AfPE cluster network to continue to support subject here at GM.			- 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>Further 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:
				28%
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: £2500	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To plan and deliver effective CPD for staff – with minimum target ‘development of basic movements’	- Devise a training schedule alongside afPE to develop staff confidence whilst teaching PE. - Organise twilight session, arrange with Sue Trottman for CPD session for all staff - Share common practice (SW) with all staff to ensure universal, school approach for the teaching of PE. - 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 – Liaise with St Michael’s previously postponed			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:
				11%
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: £1000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
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>*Particular focus on disadvantaged pupils – following child measurements data released for Sandwell/UK</i> Children able to play a wider range of games and to transfer skills between different sports.	Equipment Audit to be completed to assess the quality and value of current teaching resources. - 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. Include specific workshops in a particular sport (See local competition rota) throughout the year (eg. Dodge ball comp / girls cricket tournament). Monitor and review of after-school sports clubs.			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:
				25%
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: £2300	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Expand upon extra-curricular opportunities and external competition available to our pupils.	- 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 events 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 completed to assess the current participation statistics, analysing key groups of which to target.			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>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.	- 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			

Ensure children are active for 30mins per day	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:	16.11.21
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.