

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



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	N/A
Total amount allocated for 2020/21	£16,290
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0.00
Total amount allocated for 2021/22	£16,170
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,170

Swimming Data

Please report on your Swimming Data below.

<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 then 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>	
<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 2020.</p> <p>Please see note above</p>	58%
<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>	58%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	29%
<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

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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: £19,061.50		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: 0%
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?:
<p><i>Children to have a positive, energetic enjoyable start to the week if they haven't had this at the weekend.</i></p> <p><i>Children to have a break from learning get out of the classroom and get active.</i></p>		<p><i>Onside coaching to be employed on a Monday to give the children extra PE.</i></p> <p><i>Daily Mile started in January by all classes in Primary.</i></p>			<p><i>Children are more relaxed in class on a Monday since having this PE session.</i></p> <p><i>There has been less incidents of poor behaviour in the afternoons since this has been implemented.</i></p> <p><i>Teachers find that they get better outcomes in lessons after they have completed the daily mile.</i></p>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 2.5%
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:
<p><i>For children to gain a love for sport and physical activity.</i></p> <p><i>To raise the profile of physical activity across the school. A can-do attitude. Celebrating successes.</i></p> <p><i>More opportunities.</i></p>	<p><i>Daily Mile increasing the profile of PESSPA in school.</i></p> <p><i>Assemblies sharing sports results with pupils.</i></p> <p><i>Sports clubs after school Monday and Wednesday.</i></p> <p><i>Photos displayed of sporting teams in rooms, offices, displays and on Class Dojo.</i></p> <p><i>Staff sharing with children physical activity they have completed.</i></p> <p><i>Sport Relief.</i></p> <p><i>Sharing equipment purchased for children to use during lessons or break times.</i></p>	<p>£519.65</p>	<p><i>Children and staff beginning to do more activity outside of school.</i></p> <p><i>Children are inspired and see role models in assemblies of a range of sports men and women from different cultures and ethnic backgrounds.</i></p> <p><i>Children see themselves of achieving something and others are inspired to have their picture displayed.</i></p> <p><i>Staff feel good and children see staff as role models.</i></p> <p><i>Children feel that things are being purchased for them they learn to value the equipment and to look after it.</i></p>	<p><i>Continue the emphasis in class, around the school and in assemblies of the importance of being active and physical activity.</i></p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				27%
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:
<p><i>Staff to be able to repeat a lesson that has been delivered by sports coach.</i></p> <p><i>Staff modelling a love of PE by getting involved with the children in lessons but also at break times and lunch times.</i></p> <p><i>Staff to raise their energy levels and model to children the importance of exercise by completing the daily mile.</i></p>	<p><i>Staff in lessons of Onside coaching can now repeat the lesson that they have seen with a group of children.</i></p> <p><i>Staff can support Onside coaching in delivering the lesson.</i></p> <p><i>Staff get involved in the lesson with the children.</i></p> <p><i>Staff completing the Daily Mile are now more confident in their own ability to complete sporting activities and the children relate to this more.</i></p>	£5,400.00	<p><i>Children look forward to their lessons and all attend.</i></p> <p><i>Staff are more confident and help children that are unsure join in as they encourage to complete activity together.</i></p>	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				70%
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:

<p><i>Additional achievements:</i></p> <p><i>Curriculum Map updated and identified within the staff team where weaknesses of certain areas may lie. Street Dance teacher bought in to help cover more areas of the curriculum giving children a broader range. Staff learn skills from professional dance teacher. Children really engage with the class especially children who were not identified as having a strength in PE.</i></p>	<p><i>The children have had access to the following activities:</i></p> <p><i>Basketball</i> <i>Football</i> <i>Tennis</i> <i>Commando Joe's</i> <i>Outdoor Education</i> <i>Trips to trampolining centres</i> <i>Street Dance</i> <i>Athletics</i> <i>Indoor athletics</i> <i>Dodgeball</i> <i>Ice Skating</i> <i>Swimming</i> <i>Biking</i> <i>Scootering</i></p>	<p><i>£11,475.00</i> <i>£632.50</i> <i>£1,300.00</i> <i>£254.00</i></p>	<p><i>Children experience a wide range of activities. They get to participate in something they have never done before. They have built up resilience and overcome fears. The children are improving and changing their mindset to have a go at things.</i></p>	<p><i>Build on wide range of activities offered to keep providing opportunities for all children to find something they particularly enjoy.</i></p>
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Key indicator 5: Increased participation in competitive sport Percentage of total allocation:
0%

Intent	Implementation	Impact	Impact	Impact
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p><i>Children to learn to be competitive against opposition, play as part of a team, communicate, want to win but learn to lose, appreciate good play, identify where they can improve, be positive towards team mates.</i></p>	<p><i>Entered the Aston Villa SEMH football competition.</i></p> <p><i>Arranged matches against other special schools so children can compete in competition.</i></p>		<p><i>Children win most games but are coping with defeat when it happens. At the beginning of the year there would be a lot of shouting at each other to communicate their displeasure at something a team mate has done. Towards the end of the year children because they had access to a lot of competitive matches, with the encouragement of staff were more able to coach rather</i></p>	<p><i>Emailed the school games organiser Hollie of North Solihull Sport Partnership to include in mailing list with a view to entering inclusion school games competitions/events in the future.</i></p> <p><i>Upper school to act as sports leaders and run some competition for lower school.</i></p>

			<p>than shout at one another. They could praise team mates for things that they had done well and they could offer support to those who may have struggled.</p>	<p>Inter school competition.</p> <p>Staff to arrange some different competition for children to compete competitively as a team and individually.</p>
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Head Teacher:	<i>Trevor Scott</i>
Date:	16/07/2021
Subject Leader:	<i>Martin Richmond</i>
Date:	15/07/2021
Governor:	<i>Jo Finucane</i>
Date:	16/07/2021