

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 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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£7070
Total amount allocated for 2020/21	£ 17,180
How much (if any) do you intend to carry over from this total fund into 2021/22?	£7,464.50
Total amount allocated for 2021/22	£ 17,180
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£24,644.50

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>	%
<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>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<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>	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.

Academic Year: 2021/22		Total fund allocated:		Date Updated: February 2022	
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: 38%
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?:	
<ul style="list-style-type: none"> To engage all pupils in purposeful physical activity during undirected times to contribute to their 30mins of physical activity. Continue to ensure a range of equipment is available for pupils to use and support play during lunchtimes. EYFS Climbing equipment and playground enhancements 	<ul style="list-style-type: none"> Focus sports/activities for pupil premium, vulnerable, less able and those identified as having less active life styles to promote concentration, memory retention & behaviour. Repair, replenish and extend equipment and resources available for PE and Physical activities. Gather pupil information about the equipment they most like to play with. Research additional FS gross motor resources to enhance foundation stage playground 		£3,420 lunchtime sports leaders Up to £1,710 per club per year £912 change4life for year Lunchtime resources circa £500 Hall resources circa £300 £2500 (from under spend) including bike	<p>Autumn term</p> <ul style="list-style-type: none"> Sports leaders in 4 x a week. Was decided that 2 x a week would be open for those who wanted to join in with the activities. 2 x a week for specific children. Discussions to be held in spring term with the leaders on how these specific children plus change4life can be tracked Gymnastics and multi skills were over subscribed – priority for these for next term FS outside resources, £203.40 lunchtime resources, £144.38 hall resources ordered <p>Spring term</p> <ul style="list-style-type: none"> Spring term club analysis completed and change4life register added to accordingly (see indicator 	
Sustainability and suggested next steps:			To use a wide range of sporting activities to foster positive attitudes Ensure play leader takes pupil voice into account when planning activities.		

		sheds, additional balance bikes, balls, skipping ropes, balance beam sets Total 9,342	4)	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 9%
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:
<ul style="list-style-type: none"> To continue to promote the benefits and importance of PE, sport and physical activity on physical and mental health and well-being with staff, pupils & parents. To further embed pupil's knowledge and understanding of school games values. Use school council and pupil discussions to evaluate impact. 	<ul style="list-style-type: none"> To further explore develop online profile of PE finding additional ways to share and celebrate School Games values, and connecting with whole school community. <ul style="list-style-type: none"> Details of personal best challenges to be sent home during school holidays. Promoted in assemblies alongside prizes and achievements Swimming achievements to be noted and valued Reorder broken trophies Share sporting achievement through school newsletters and parent email including information on clubs, competitions, awards and sporting development opportunities. 	<ul style="list-style-type: none"> £500 towards subsidising swimming October half term challenge £174.90 Home school challenge prizes £104.95 Feb half term challenge £42.50 £50 	<p>Autumn term</p> <ul style="list-style-type: none"> October Personal best challenges sent home. Each child received a ballot to take home. Promoted in assembly and demonstration video posted on school Facebook site. Much better take up! More enthusiasm shown. Several said they had taken part even though the slip was not returned to school. Prize given to child with greatest improvement from 1st try to their personal best. December Personal best challenges sent home. Not such a great response as October. Due to Christmas? Prize given to child with greatest improvement from 1st try to their personal best. Staff have produced timings of Daily dash to ensure consistency 	To continue to update children with information linked to PE and School Sport

<ul style="list-style-type: none"> • Develop teacher's understanding of School Games value to develop spirit scoring as a way of promoting well-being and mental health. • Continue to promote the Daily Dash • Introduce Enrich orienteering and Outdoor learning to support physical activity across the curriculum • Promote the Commonwealth Games 	<ul style="list-style-type: none"> • Work collaboratively with PSHE leader to plan Health week. • Daily dash to be established across the whole school. • Purchase the Enrich orienteering and Outdoor learning package. Staff meeting to introduce staff on how the resources are implemented into the timetable • Promote through assemblies, relating the games to own inter and intra competitions 	<p>Non contact £160</p> <p>£1250</p> <p>Total £2182.35</p>	<p>Spring term</p> <ul style="list-style-type: none"> • Year 2 completed Virtual Infant Agility competition. Completed also as intra between the 2 classes. School Games Values certificates awarded • 2 x Monday class assemblies have been on Commonwealth games with power points to explain and excite children. Information shared regarding baton relay, the mascot, the games and where in Birmingham they are taking part. Introduced how we are representing Cameroon when we compete in South Solihull Competitions • Whole school participated in live Boxing Bonanza. All pupils received details on local Combat centre and how they can receive a free session • Commonwealth Games display created in entrance hall. Signed up for the 'Pictures with Perry' challenge. 	<p>To continue to incorporate using the skipping ropes at lunch as a 30/30 daily activity</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<ul style="list-style-type: none"> To review Real PE implementation. Identify and provide staff CPD, equipment, scheme adaptations as necessary to ensure all staff have the required confidence, knowledge and skills to deliver high quality PE PE Leader to continue to have Leadership & Management time to monitor PE provision and progress across the school To ensure all members of staff are confident at delivering high quality PE lessons for pupils in gymnastics, particularly with challenging the more able Develop self evaluation and peer evaluation with technology PE coordinator to attend all subject leader training sessions throughout the year, supported by SSP virtual training. 	<ul style="list-style-type: none"> Use teacher questionnaire to gather data regarding Real PE scheme. Analyse results & implement actions accordingly. Real PE Jasmine subscription renewed. PE Leader will continue to have a thorough understanding of PE provision and progress at Cranmore through scrutiny of planning, data, pupil interviews and lesson observations Staff to complete gymnastic questionnaire before Gym CPD begins to help find specific areas of support. Questionnaire to be completed after CPD to evaluate success. Gym CPD with JC. Rec, yr 2. 6 lessons per yr grp, per teacher . Team teaching with subject lead to take place in spring/summer term Use of ipads to film and record to assist with evaluation and evidence. Children to also use for looking at challenges in Real PE and the tricky, trickier, trickiest skills in real gym and real dance PE Subject Leader to meet with other local PE leads at collaborative meetings and SSSSP coordinator days. Implement actions as advised. 	<p>£1,995</p> <p>£160 non contact to monitor planning, observe lessons, learning walks</p> <p>Staff meeting</p> <p>£2000 for CPD (from under spend)</p> <p>£1440 team teaching cover</p> <p>£480 cover for subject lead courses</p>	<p>Autumn term</p> <ul style="list-style-type: none"> Real PE Jasmine subscription Renewed Subject lead attended Subject lead conference. Information gathered on introducing Commonwealth games and Enrich orienteering taster session to help promote active learning. Idea fed back to HT on implementing this within school Subject lead attended virtual BEAMS training Staff meeting held on the new Real Gym and Real Dance SOW and staff given tutorials on how to access the Jasmine Platform and how to navigate the lesson plans effectively <p>Spring term</p> <ul style="list-style-type: none"> CPD support in Real Gym to start after half term Staff completed Real PE and Real Gym questionnaires Lesson observations undertaken. Virtual synergy collaborative meeting attended Assessment videos analysed and feedback given to staff 	<p>New display board to be implemented to emphasise and help children focus on the criteria to 'unlock' the next challenges</p> <p>Continue to monitor effectiveness of scheme through pupil interviews and observations</p>
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	<ul style="list-style-type: none"> Impact of primary PE and Sport Premium report updated and published. PE to carry out a range of SSE activities to evaluate effectiveness of provision e.g. discussions with pupils. PE assessment reviewed to ensure it is used effectively to positively impact high quality PE teaching 	Total £6075		
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 0.3%

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?:
SEE KEY INDICATOR 1 <ul style="list-style-type: none"> To continue to encourage all children to engage in regular physical and sporting activities by providing a wide range of experiences through curriculum and extra –curricular activities. To continue to monitor levels of participation in extra – curricular clubs with an aim to increase participation to 70% of all pupils to have committed to one club during the year. To resource equipment needed to 	SEE KEY INDICATOR 1 <ul style="list-style-type: none"> Map clubs offered and evidence all children participating in sporting activities and clubs. Identify and promote new sporting opportunities All year groups given access to sports clubs in 2021/2022. Priority booking for children who have not previously attended and for those children identified, plus whose physical fitness and confidence has suffered through lockdown experiences. 	£ Non contact for club analysis £80	<p>Autumn term</p> <ul style="list-style-type: none"> Club analysis Reception - 15% attended, 13% of boys, 16% of girls Year 1 - 55% attended 48% of boys, 63% of girls Year 2 - 56% attended 45% of boys, 69% of girls LTA’s National Schools Roadshow Schools alongside Tudor Grange’s Tennis Coaches delivered free taster sessions to Reception, Year 1 and Year 2. each child was invited to try tennis for free at on open day at Tudor Grange Leisure Centre <p>Spring term</p>
			Sustainability and suggested next steps: Signpost children to out of school opportunities <ul style="list-style-type: none"> Football to be offered summer term Reception multi sports club to be offered in summer term to raise the amount of FS pupils taking part

<p>broaden children's experiences of sport and healthy activities. (see indicator 1)</p>	<ul style="list-style-type: none"> • Repair, replenish and extend equipment and resources available for PE and Physical activities. 	<p>(see indicator 1)</p> <p>Total £80</p>	<ul style="list-style-type: none"> • Club analysis <ol style="list-style-type: none"> 1. Reception - 20% attended, 3% of boys, 40% of girls, Total so far attending at least one club = 24% 2. Year 1 - 48% attended 36% of boys, 63% of girls Total so far attending at least one club = 62% 3. Year 2 - 53% attended 26% of boys, 73% of girls Total so far attending at least one club = 73% <ul style="list-style-type: none"> • SEND, EAL, Vulnerable, disadvantaged also analysed. • Hockey provided this term. Not as popular as basketball. • Parent/child questionnaire sent out with 17 returned. Analysis completed • Pupils asked during assembly time which clubs they would like to see in school 	<ul style="list-style-type: none"> • Encourage the children who do not attend a school or out of school club to join after school clubs next term
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Key indicator 5: Increased participation in competitive sport				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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To continue to provide additional intra competition within school Further intra competition within PE lessons 	<ul style="list-style-type: none"> Continue to participate in SSSSP competitions and develop participation in new events where possible. Continue to support virtual competitions as it increases participation opportunities of pupils. Develop further intra competitions via the Enrich outdoor learning opportunities within year groups Outside coaches to deliver intra competitions, 1 per term 	<p>£1500 enhanced package</p> <p>Extra support for delivering virtual infant agility £100</p> <p>Cover for subject lead to attend dance festival, gymnastics competition, football festival £240</p> <ul style="list-style-type: none"> Coaches £300 autumn term £300 spring/ summer term = £900 <p>Total £2740</p>	<p>Autumn term</p> <ul style="list-style-type: none"> Coaches unavailable for autumn term, simple intra games taken part during PE lesson time <p>Spring term</p> <ul style="list-style-type: none"> Virtual multi agility competition entered with Year 2s. Also held as an intra competition 	

		Total spend 20469.35		
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	