

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised July 2021

Commissioned by



Department for Education

Created by





It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

 $Please visit \underline{gov.uk} for the revised Df Eguidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. Df Eencour ages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium. \\$

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to <u>publish details</u> of how they spend this funding, including any <u>under-spend from</u> 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.**

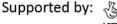
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click <u>HERE</u>.

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Details with regard to funding

Please complete the table below.

| Total amount carried over from 2019/20 | £ 2800.00 |
|---|--------------|
| Total amount allocated for 2020/21 | £ £19,260.00 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | NA |
| Total amount allocated for 2021/22 | £18,920.00 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £ 18, 920.00 |

Swimming Data

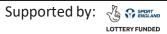
Please report on your Swimming Data below.

| 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 | |
| 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 | 25% |
| 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 | 25% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 100% |
| 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? | 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.

Bordesley Village

| Academic Year: 2021-22 | Total fund allocated: | Date Updated | l: | |
|--|--|-----------------------------------|---|--|
| 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: 15% | |
| 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: £2900.00 | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Create opportunities for 30 minutes of physical activity a day in school | Provide a range of sports equipment to use at playtimes and lunchtimes | £600.00 | Pupils have access to play equipment during their break times and take part in brain breaks during their lessons | Continue to create a range of opportunities throughout the school day to allow pupils to stay active |
| | Lunchtime sports coaches deliver football and basketball | £2300.00 | Pupils have access to lunchtime sports activities and equipment which helps them to stay active and contribute to their 30 minutes of physical daily activity. Feedback from pupils shows they enjoy the lunchtime provision with the coach | |
| Key indicator 2: The profile of PESSP | A being raised across the school as a to | ool for whole so | chool improvement | Percentage of total allocation: |
| | | | | 17% |
| 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: £3300.00 | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
|---|--|-----------------------------------|--|--|
| School staff aware of purpose of Sports premium and uses and communication from PE Lead about CPD and events(PE display board) | Work with King Edwards Schools Sports Partnership (KESSP) and other agencies to create CPD opportunities for staff to work with specialist coaches. Pupils access high quality PE lessons and extra-curricular provision. Promote benefits of sports and physical activity on mental, physical and emotional well-being. Staff CPD is on going | £3300.00 | Pupil voice responses show that | |
| Provide appropriate equipment for a variety of sports activities in and out of curriculum hours | Order sports equipment for whole school for PE lessons and extracurricular provision | (Key indicator 1) | the equipment that they need | Take care of equipment so it lasts longer Check what equipment is needed and order for the new year- equipment audit |

| Key indicator 3: Increased confidence | e, knowledge and skills of all staff | in teaching PE and | sport | Percentage of total allocation: |
|--|--|--------------------|--|--|
| | | | | 2.4% |
| Intent | Implementat | ion | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about | 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 | Sustainability and suggested next steps: |
| what they need to learn and to consolidate through practice: | | £456.00 | changed?: | |











| Improve staff confidence in teaching PE and other forms of physical activity | Subscribe to the PE HUB which provides staff with the detailed lessons that encourage skill progression. | £456.00 | All staff have access to high quality PE planning with differentiation | Continue to support staff with planning and other support including CPD |
|---|---|-------------------------------------|--|--|
| | Arrange staff CPD with KESSP specialist coaches and PE training with H. Tonks Staff CPD with specialist coaches (Cricket, Gymnastics, Dodgeball and Basketball) through team teaching | (Key indicator 2) (Key indicator 4) | Staff develop skills and confidence with the area of PE they have been given CPD in (staff feedback) | |
| Key indicator 4: Broader experience o | | | | Percentage of total allocation: 59% |
| 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: £11, 235.00 | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Additional achievements: Provide appropriate equipment for a variety of sports activities in and out of curriculum hours | Termly yoga/well-being sessions with A. Parmar for staff and pupils AVFC multiskills coach and ASC-Autumn and Spring term | £2,130 £1380.00 | I = = = = = = = = = = = = = = = = = = = | Continue to create opportunities for pupil to take part in a range of sports /wellbeing activities through the year. |
| | Warwickshire cricket coach and ASC -Autumn and Summer term Basketball coach and ASC -Spring term | £500 £780.00 | clubs (registers and pupil voice) | Develop club links with local venues. |
| Created by: Physical Active Active Created by: Physical Partnerships | I cam building and bushcraft at | £4971.00 | Managarah Managarah Managarah | |

| Ackers- Y3 to Y6- Spring term | n | | |
|---|--------------|---|--|
| Balance bikes- Reception- Spr term | ring Free | | |
| Dodgeball coach and ASC- Sp term – British Dodgeball | e530.00 | | |
| Gymnastics- Reception- Spring term- Catherine Curran | g £244.00 | | |
| Street Dance- A. Parmar | £700.00 | | |
| STS- Well-being ambassadors training Y5 and Y6 | KESSP | Pupils led lunchtime sports activities alongside the sports coach and lunchtime staff | Continue to create opportunities for pupils to develop leadership skills |
| | | | |











| Key indicator 5: Increased participation | on in competitive sport | | | Percentage of total allocation: |
|---|--|-----------------------------------|---|---|
| | | | | 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: £1020.00 | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Provide additional competitive sport opportunities to engage more pupils in competition | Set aside transport costs for participation in sports competitions at other venues Develop the use of personal best challenges Develop intra-competition and inter competition | | All year groups took part in intra competition at the end of the summer term. Pupils enjoyed competing against their peers. Pupils also participated in inter competition | Continue to create opportunities for intra and inter competition, as well as personal best challenges |
| | Medals for Sports day | £120.00 | Incentives for participation in sports | Celebrate sporting achievements in assemblies, use certificates and medals |

| Signed off by | |
|-----------------|--------------|
| Head Teacher: | Julie Fisher |
| Date: | July 2022 |
| Subject Leader: | Saiqa Bi |
| Date: | July 2022 |
| Governor: | S.Parveen |
| Date: | July 2022 |











