

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by



Department  
for Education

Created by



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SPORT  
TRUST





It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31<sup>st</sup> July 2020** at the latest.

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 2020. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<p>*Sports Mark Platinum achieved in July 2019.</p> <p>*100% children (Year R to Year 4) participate in a termly sports club.</p> <p>*100% children (Year R to Year 4) participate in level 0 competitions.</p> <p>*100% children (Year R to Year 4) participate in level 1 competitions.</p> <p>*100% of children (Year R to Year 4) participate in level 2 competitions.</p> <p>*Year 4 High 5 District Champions 2019.</p> <p>*Year 4 bellboating team consistently rank in the top 5 in the Worcestershire Schools Bellboating Regatta.</p> <p>*Successful opening of Blackwell Forest School Nursery with a key focus on physical development in the Early Years in 2018.</p>	<p>-Maintain high standards in PE and sport through high quality afternoon sports club provision.</p> <p>-Review and modify provision for swimming.</p> <p>-Evaluate and cater for training needs of staff in particular RQT/ club manager/ teaching assistants supporting sports clubs and governors.</p> <p><b>Update July 2020</b> - Next academic year, we will investigate the impact of Covid-19 on the children's physical health and mental well-being and provision will support needs. Provision for swimming, as an intervention group for Year 4 to improve confidence and competence in the water, will also be a priority for sport premium funding.</p>

Meeting national curriculum requirements for swimming and water safety.	N/A for Blackwell First school with pupils from YR-Y4.
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</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>	N/A
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Intended for Y4 swimming intervention - summer term 2020. This did not take place due to Covid-19.

## 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.

<b>Academic Year:</b> 2018/19		<b>Total fund allocated:</b> £17, 410		<b>Date Updated:</b> July 2020	
<b>Key indicator 1:</b> 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: 69%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<b>Ensure 100% children attend at least one afternoon sports/fitness club.</b>		<ul style="list-style-type: none"> <li>-Club manager plan timetable for at least 2 club programme for all children.</li> <li>-Club manager (qualified teacher) plan sports club sessions.</li> <li>-Target CPD through team teaching to ensure a balance of traditional and non-traditional sport (see K13).</li> <li>-Extend timetable for yoga teacher to increase participation in sessions across key stages.</li> </ul>		£12, 000 (afternoon club manager role with responsibility for sports clubs <b>also impacting K12, K13, K14 and K15</b> ).	
<b>Club Manager to plan for effective sports/fitness club for Reception children to support core skills in the early years.</b>		<ul style="list-style-type: none"> <li>-Club manager to plan for Smart Moves club for Year R to develop core skills.</li> <li>-EYs TA attend Smart Move training through All Active Academy to ensure effective provision (autumn term 2019)</li> <li>-EYs TA disseminate key information to Early Years team to enhance YR curriculum PE.</li> </ul>		100% pupils attended at least one afternoon sports club in the autumn term and the first half of the spring term. Increased confidence of club manager to plan and teach a range of traditional and non-traditional sports. Yoga teacher working across all key stages including EYs.	
				83% of Reception children working at the national expectation for Moving and Handling (February 2019). Most recent data used in light of Covid-19. 100% of children who attend afternoon clubs take part in Smart Moves sports club.	
				Sustainability and suggested next steps:  Use pupil discussion, in the autumn term 2020 (moved due to Covid-19), to find out if the range of sports on offer is fit for purpose.  Share Smart Moves training with Year 1 teacher (NQT) to support teaching of basic core skills.	

<b>Develop effective play leader provision.</b>	<ul style="list-style-type: none"> <li>Audit resources and plan training.</li> <li>Year 4 attend training by PE lead (autumn 2019) to support school vision.</li> <li>Year 4 play leaders to support Year 2, 3 and 4 lunchtime play.</li> <li>Year 4 teacher monitor day-to-day as part of Year 4 job scheme.</li> </ul>		<ul style="list-style-type: none"> <li>Play is calm and purposeful at lunchtimes (observed by TAs).</li> <li>Increased confidence of play leaders to lead games, solve problems and make decisions (reported by Year 4 teacher).</li> </ul>	<ul style="list-style-type: none"> <li>How can we use play leaders at afternoon playtime to support younger children?</li> <li>Book play leader training, with All Active Academy, for teaching assistants and pupils to support effective delivery.</li> </ul>
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 17%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Raise profile of swimming and organise intervention swimming sessions for Year 4.	<ul style="list-style-type: none"> <li>Pupil questionnaire (autumn 2019) to assess pupil's opinions regarding current swimming provision.</li> <li>Draft questionnaire to assess swimming confidence and competence for Year 4.</li> <li>Organise weekly intervention swimming sessions as part of afternoon club delivery with club manager.</li> <li>Monitor impact of swimming delivery.</li> <li>Arrange swimming CPD for club manager if a swimming instructor is not in place.</li> </ul>	£3000*	<ul style="list-style-type: none"> <li>-Questionnaire in place.</li> <li>-Plans shared with governors.</li> <li>-Discussions with Tracey Freer (All Active Academy) regarding provision.</li> <li>-Impact of delivery to be assessed next academic year due to Covid-19 (March 2020).</li> </ul>	<ul style="list-style-type: none"> <li>PE lead to research and organise swimming delivery in the new academic term (2020-2021).</li> </ul> <p>*Funding redirected to support health and well-being of families during Covid-19 through support of Educational Psychologist.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
Prioritise RQT CPD to increase confidence, knowledge and skills in KS2 PE.	<ul style="list-style-type: none"> <li>Discuss PE CPD needs with RQT (autumn, 2019).</li> <li>Organise OAA training with All Active Academy (spring 2020).</li> <li>Discuss feedback from training with RQT and support planning.</li> </ul>	SLA with All Active Academy - £1000.  External coaches - £500	<ul style="list-style-type: none"> <li>Medium term planning adapted in light of Covid-19 and OAA brought forward to autumn 2020.</li> <li>Impact monitored in autumn 2020.</li> </ul>	<ul style="list-style-type: none"> <li>PE lead to support NQT planning/teaching in Year 1 in 2020-2021 and select appropriate CPD from All Active Academy.</li> <li>Monitor impact of OAA training in Key Stage 2.</li> </ul>
Further enhance provision in afternoon sports clubs by targeting sustainable, effective CPD for the club manager (sports club lead).	<ul style="list-style-type: none"> <li>Team teaching with Change 4 Life sports coach (autumn term 2019).</li> <li>Target traditional and non-traditional sports (football, hockey, archery).</li> <li>Team teaming with badminton coach (early autumn and summer term).</li> </ul>		<ul style="list-style-type: none"> <li>Enhanced confidence of club manager to teach traditional and non-traditional sports.</li> <li>Increased knowledge and skills in football, hockey, archery and badminton.</li> <li>Increase in level 0 and level 1 competitions.</li> <li>Increased engagement from pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Develop level 1 and level 2 competition framework and continue to develop community club links (signposting).</li> </ul>
Up-to-date subject lead with thorough understanding of training needs and where/how to signpost members of staff.	<ul style="list-style-type: none"> <li>Planning scrutiny/lesson observation and video evidence, pupil discussions and discussions form monitoring cycle.</li> <li>Subject lead to plan programme for CPD (All Active Academy).</li> <li>Subject lead/head teacher attend termly All Active Academy meetings.</li> <li>Cascade key information during professional development meetings and governor meetings.</li> <li>Termly meeting with PE subject leads through Bromsgrove Learning Network.</li> </ul>		<ul style="list-style-type: none"> <li>All termly meetings attended for All Active Academy (including Zoom through Covid-19).</li> <li>July 2020 – attended Zoom governor meeting to outline successful outcomes for the year, sport premium funding allocation and next steps.</li> <li>Skills progression document created by subject lead – July 2020.</li> <li>Home learning planning documents from All Active Academy in place to support all teachers and to enhance sport and fitness at home during Covid 19.</li> </ul>	<ul style="list-style-type: none"> <li>Support staff to use progression document to enhance sequences of learning. Specifically focus on skills in gymnastics. Work has started in this area with a pictorial progression sheet for balances (spring 2020) as a result of monitoring.</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: See K1 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?:	Sustainability and suggested next steps:
Targeted Change 4 Life clubs towards least active children (after school club).	<ul style="list-style-type: none"> <li>Choose non-traditional sports to appeal to children e.g. skipping/ archery/tri-golf.</li> <li>Timetable lessons for a regular slot for after school club.</li> <li>Monitor participation and gain feedback from pupils.</li> </ul>	SLA with All Active Academy and external sports coach budget (see above).	<ul style="list-style-type: none"> <li>Staff and pupils enjoyed activities.</li> <li>All KS1 and KS2 pupils participated in activities.</li> <li>After school club leader is also the sports club leader therefore ensuring effective, sustainable CPD.</li> </ul>	Timetable Change 4 Life clubs for next year (currently pending due to Covid-19).
Qualified coaches to team teach during afternoon club sessions to develop club manager CPD and raise profile of new sports e.g. badminton	<ul style="list-style-type: none"> <li>Timetable sessions with coach.</li> <li>Club manager to team teach with coach.</li> <li>Organise level 0 and level 1 competitions as part of delivery</li> <li>Organise delivery in autumn and summer term to ensure sustainability.</li> </ul>		<ul style="list-style-type: none"> <li>Club manager reported high levels of engagement during sessions.</li> <li>Increased confidence, knowledge and skills of club manager observed by PE lead during club sessions (badminton).</li> </ul>	Develop level 1 and level 2 competition framework with local schools.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				See KI3. 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:
100% of pupils (YR-Y4) to attend at least 1, level 0, 1 and 2 competition.	<ul style="list-style-type: none"> <li>Teachers to plan for Level 0 and Level 1 competitions (planning scrutiny).</li> <li>Club manager to plan level 0 and level 1 competitions in sports club.</li> <li>PE lead to timetable all year groups to attend at least 1 level 2 sports competition.</li> <li>PE lead to organise School Games Day with level 0 and 1 competitions for all pupils.</li> <li>PE lead to organise BLN championships with local schools (summer term).</li> <li>Support parents with funding for transport.</li> <li>Buy resources/equipment to support events e.g. netball bibs.</li> </ul>	SLA with All Active Academy Resources (£410) Transport (£500)	<ul style="list-style-type: none"> <li>100% of pupils (YR-Y4) participated in Level 0 competitions.</li> <li>100% of pupils (YR-Y4) participated in Level 1 competitions.</li> <li>100% of Year 1 and 3 pupils and 67% of Year 4 pupils participated in Level 2 competitions.</li> <li>All pupils were timetabled to compete in level 2 competitions, but this did not take place due to Covid-19.</li> <li>100% of pupils YN-Y4 were given level 0 competition opportunities as part of their PE home learning activities (see All Active Academy grids).</li> <li>Due to Covid-19, pupils took part in a 'Sponsored School Sporting Event' where they designed and participated in their own competitive sporting event to raise money for Acorns (see photo board and school YouTube videos).</li> </ul>	Investigate local cluster competitions for next academic year to develop level 2 opportunities.  Investigate 'virtual' sporting competitions with All Active Academy for autumn 2020.



Signed off by	
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Governor:	Dr Hugh Evans
Date:	26 <sup>th</sup> July 2020