

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



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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 **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Progression on intra-school competition. • Participation in inter-school events – best junior school in South Solihull • Deployment of sports leader. • Virtual events + School Games Commendation Award. • School Games GOLD • Increased amount of School Sport events • Increased amount of children participating in School Sport. 	<ul style="list-style-type: none"> • Children to engage with sporting and physical activity at different points during the day (going above and beyond the recommended 30 minutes) • Staff CPD: in particular for NQTs and RQT – with the deployment of Sports Leader as a TA. • SEND participation in school sport (virtually). • Increased assessment in Games lessons (Proof of Progress Tasks). • Continue to engage with the South Solihull School Sports Partnership (development of Physical Education, School Sport and Physical Activity to impact on whole school outcomes; pupil's physical and mental well-being).

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

If YES you must complete the following section

If NO, the following section is not applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £2,126.87	Date Updated: March 2021 – D.Dowson		
What Key indicator(s) are you going to focus on? <ul style="list-style-type: none"> • 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. • Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport 				Total Carry Over Funding: £2,126.87
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:
Funding a Sports Leader (Laura Vann) <ul style="list-style-type: none"> - Support and increase staff CPD across the whole Physical Education Curriculum - Increase activity during lunchtimes throughout the whole academic year. 	Bespoke training and CPD for Class Teachers, in particular NQTs and RQT + staff who have identified themselves as less confident. Provides and facilitates regular opportunities for the children to engage in Physical Activity at lunchtimes	£2,126.87 + £7,373.13 from 2020-2021 PESP	Increase in staff confidence and enjoyment in the teaching of P.E. Monitored by internal staff questionnaire. Increased amount of children participating in Physical Activity – Physical Activity catch-up challenges created in coalition with P.E. Subject Leader. 100% of children have represented Shirley Heath at Virtual School Games events.	Across the whole academic year: <ul style="list-style-type: none"> - Increasing number of children attending school competitions - Support staff by up-levelling knowledge and skills. Supports / facilitates lunchtime physical activity → Increased participation in activity and enjoyment at lunchtimes; reduced numbers of lunchtime incidents.

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.

<p>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.</p>	78%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	81%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	47%
<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: 2020/21		Total fund allocated: £19,950		Date Updated: 16/07/21 – D. Dowson	
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: 10.90%
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?:	
Continued enhanced membership to the South Solihull Schools' Sports' Partnership (SSP) which included <i>Chance to Shine</i> Cricket coaching, Tag Rugby, Tri-Golf and Cheerleading		Participation (ongoing) in virtual inter-school competitions ran by the SSP CPD for P.E. Subject Leader and Shirley Heath staff. SSP supported Shirley Heath will find purposeful home learning material during lockdown.		SSP Membership: £2,100 SSP Subs: £75 Total: £2,175	
				The children are able to participate and engage in a range of inter school competitions. Total Children engaged in sport in: 2018-2019: 267 (68%) 2019-2020 (including planned events): 309 (79%). An 11% increase from the previous year. VIRTUAL 2020-2021: 100% of children (in class bubbles)	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 46.63%
Intent		Implementation		Impact	

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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:
Fitter Future as a mental health and wellbeing support.	Continued membership to <i>Fitter Future</i> . This supports the children in engaging with an increased amount of sporting activity. Provides children with physical activity between 7 – 15 minutes (+ available at home). Children used Fitter Future during Home Learning.	£499	Using <i>Active School Planner</i> , identifying times of the day where the children are least active; Children participating in regular exercise, inside and outside of the classroom (at least once a day). DD re-evaluated Shirley Heath's <i>Active School Planner Heatmap</i>	Fitter Future to be continued across the whole of the school. Children engage with physical activity in the classroom and outside (at playtimes and lunchtimes). Promoting the importance of being physically active and leading to a healthy lifestyle.
Funding a Sports Leader as a T.A. (Laura Vann) to increase activity during lunchtimes throughout the whole academic year.	Sports Leader provides and facilitates regular opportunities for the children to engage in Physical Activity at lunchtimes.	£8,803	Sports Leader completing two additional clubs for targeted Year 5 children post lockdown. Sports Leader completing 'Secondary P.E. introduction' lessons to targeted Year 6 children.	Sports Leader to continue to complete additional clubs and CPD for the 2021 – 2022 academic year. LV planning for 4 extra-curricular clubs for 2021 – 2022 alongside the return of face-to-face School Sport. Underspend for 2020 – 2021 academic year will spent on funding Sports Leader for 2021 – 2022 academic year.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5.74%
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>Schemata purchased to support staff in the teaching of P.E. (including the fundamental skills required)</p> <p>Real PE (updated annually every September)</p> <p>The PE Hub (updated annually every February)</p>	<p>Real PE: This scheme supports teachers in teaching the fundamental movement skills of kicking, jumping, throwing, catching, hitting and running.</p> <p>The PE Hub: This scheme supports teaching in promoting, and facilitating the engagement of, games and competition within P.E. lessons.</p>	<p>Real PE: £245</p> <p>The PE Hub: £300</p> <p>Total for both: £545</p>	<p>Real PE provides children with opportunities to learn and enhance the Fundamental Motor Skills (FMS). This links to the National Curriculum aim of “developing competence to excel in a broad range of physical activities”. These skills are crucial when engaging with sport; The PE Hub planning providing and facilitating the sporting aspect of the National Curriculum – “engage in competitive sports and activities”.</p> <p>Real PE used a Covid-Catch-up tool – 100% of children engaged with this during Covid catch up (Spring 2 and Summer 1).</p>	<p>Staff supported and feel confident to deliver PE across the curriculum, using videos and cards supplied by schemes to help.</p> <p>To promote sustainability, staff are encouraged to watch all Real PE videos on Jasmine (online portal for Real PE) and share good practice with each other / P.E. Subject Leader.</p> <p>After review, both schemes to continue into the 2021 – 2022 academic year.</p>
<p>Edwardians RFC</p>	<p>Edwardians providing the children with additional opportunities to play sports that they usually would not. These are implemented into the curriculum.</p> <p>Year 3: Autumn Term: ‘Try Rugby’</p> <p>Year 6: Summer Term: ‘Tag</p>	<p>Year 3: £600</p> <p>Year 6: Free (part of SSP)</p>	<p>Children exposed to high quality coaching. Teachers working alongside coaches to improve quality of PE lessons. External CPD opportunities accessed by relevant teachers</p>	<p>Improved standards in the quality of teaching and learning in Rugby</p> <p>Progress of children in gymnastics.</p> <p>Challenge opportunities for the more able</p>

	Rugby'.			
Employing a Sports Leader as a T.A. (Laura Vann).	Sports Leader supporting targeted NQTs and RQT in the teaching the of P.E. (both SH schemes).	Allocated for in KPI 3	Team Teaching has been taking place with staff who are new to teaching or recently qualified. This also includes an evaluation of lessons and guidance and support for planning.	Sports Leader to continue into the 2021 – 2022 academic year. DD to questionnaire staff who are less confident in preparation to deploy LV effectively.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 6.29%
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:
Additional achievements: Virtual games through SSP	Children to participate in Virtual School Games events during P.E. lessons and additional opportunities made for Physical Activity.	No Cost – See KPI 1 for SSP	Autumn Term: Gold Award Spring Term: Gold Award Summer Term: Gold Award and School Games Framework Award. 2020 – 2021 Academic Year: Gold Award and School Games Framework.	For 2021-2022, SH to subscribe to enhance SSP again and participate in (Covid restrictions dependent) inter-school competitions. DD to trial children as 'coaches' in the Shirley Heath Boys' / Girls' Football Team.
Edwardians RFC	Edwardians providing the children with additional opportunities to play sports that they usually would not. These are implemented into the curriculum.	See KPI 3 – breakdown for Years 3 and 6	100% of Year 3 and Year 6 children have engaged in an intra-school tag-rugby intra-school competition.	Children exposed to high quality coaching. Teachers working alongside coaches to improve quality of PE lessons. External CPD opportunities accessed by

	Year 3: Autumn Term: 'Try Rugby' Year 6: Summer Term: 'Tag Rugby'.			relevant teachers
Purchasing of new equipment for P.E. lessons, School Sport and Physical Activity.	Available equipment to support all P.E. lessons and School Sport. New gymnastics mats.	Autumn Term: £133.90 Spring Term: £0 (Covid Lockdown) Summer Term: £598 Gym Mats: £522 Total: £1253.90	100% of children used the available equipment. New gymnastics mats will support and enhance the curriculum for all children.	Improved facilities and equipment for Physical Education lessons, School Sports, playtime and lunchtime physical activity and extra-curricular endeavours. Staff inform DD of when new equipment is needed to ensure high level of Physical Education is being taught.
P.E. Subject Leader to attend training and CPD events to inform colleagues of changes in policies, procedures and good practice.	P.E. Subject Leader attending P.E. courses available through our SSP membership. P.E. Subject Leader to lead staff meetings and other in-house CPD to up-level staff knowledge. P.E. Subject Leader working with SLT to identify the effectiveness of Proof of Progress (Assessment) Tasks	Teaching cover for course dates: No Cost (Virtual) SSP cost in KPI 1	P.E. Subject Leader disseminated information to staff at a staff meeting (Tuesday 8 th June 2021 – post P.E. learning walk) outlining visions and expectations for P.E. thus resulting in increased staff confidence – to be measured in Autumn Term 2021 (if possible with Covid).	P.E. Subject Leader is upskilled to lead the subject and promote high quality P.E. across Shirley Heath. Staff feel supported and more confident when delivering P.E. due to the CPD obtained by the P.E. Subject Leader (via SSP) is disseminated accordingly.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2.51%
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:
Purchasing school kits to increase confidence and pride in representing the school. Markings for sports pitches.	Children to wear this kit at different school sport events across the year	£436.43 £65 Total: £501.43	No children permitted to represent Shirley Heath at inter-school competitions due to Covid-19 restrictions.	The children will be able to utilise this kit for many years to come.
An update on School Sports equipment.	Higher level school sport able to be facilitated via the increase in equipment / quality of resources.	See KPI 4 – explicit breakdown for each term.	High level School Sport being facilitated. Children Questionnaire: Enjoyment of School Sport (rating out of 10): Autumn 2020: 3.58 / 10 Summer 2021: 9.56 / 10 Difference: + 5.9	All school sport (Covid dependent) to return in the Autumn Term 2021.

Total Spend 2020 – 2021: £14,377.33 (72.07% of available funding). Preparing for 2021 – 2022 academic year, underspend will be spent on Sports Leader wages (Laura Vann).

Signed off by	
Head Teacher:	Mrs Kara Evans
Date:	16 th July 2021
Subject Leader:	Mr Dan Dowson
Date:	16 th July 2021
Governor:	Mrs Gill Phipps
Date:	16 th July 2021