

# 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](http://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](#).



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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£978
Total amount allocated for 2021/22	£18,200
How much (if any) do you intend to carry over from this total fund into 2022/23	All £19178
Total amount allocated for 2022/23	£18,200
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2022.	£19178

## 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><b>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</b></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><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> <p>Please see note above</p>	<p>3% of the full Year 6 class as of April 2022. 15 Year 6 children are still left to be assessed as part of the mixed Y5/6 class attending during the Summer Term.</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>3% of the full Year 6 class (see above)</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>86.67% of the full Year 6 class.</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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>Yes for an additional class to access swimming lessons</p>

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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.

<b>Academic Year:</b> 2021/22		<b>Total fund allocated:</b> £18,200		<b>Date Updated:</b> Sept 2021		
<b>Key indicator 1:</b> 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: 33%	
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"> <li>- Reintroduce swimming and offer top-up swimming lessons to Year 6 pupils.</li> <li>- Increase the participation of children with SEND in sports.</li> <li>- Introduce activities aimed at target groups including girls and the Asian community.</li> </ul>		<ul style="list-style-type: none"> <li>- Contact local secondary schools and swimming baths. Arrange for all Y6 children to have lessons during the spring term and top-up lessons for the summer term.</li> <li>- Organise Cool Kids training for all staff and introduce the Cool Kids programme as an early morning activity for target children.</li> <li>- CT to go on a Bhangra Fitness training course with Bally Bhogal. Introduce Bhangra Fitness to the</li> </ul>		<ul style="list-style-type: none"> <li>Summer term swimming (travel + 2 instructors) = £720</li> <li>Cool Kids CPD = £200 (Staff time sheet training hours after school) Cool Kids delivery = £0 within directed time</li> <li>Bhangra Fitness CPD = £100 to cover teacher</li> </ul>	<ul style="list-style-type: none"> <li>- 50% of Year 6 children can confidently swim 25 metres. 50% of children can perform safe self-rescue. 50% of children can perform a range of strokes effectively.</li> <li>- Participation of children with SEND has increased from 5% to 30% since introducing Cool Kids.</li> <li>- All children have taken part in Bhangra Fitness during PE lessons throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff swimming CPD to allow for smaller groups in the pool and therefore higher quality provisions.</li> <li>- Increasing SEND involvement in intra-school sporting events through ConnectEd.</li> <li>- Encourage children to become more active at home, particularly during religious</li> </ul>

<p>- Increase the activity of all children during playtimes and lunch times through the training of play leaders.</p> <p>- Invest in markings for the Key Stage 1 playground to encourage children to take part in active play times and lunch times.</p>	<p>school and staff.</p> <p>- Provide Upper Key Stage 2 children with opportunities to become active play and sport leaders. CT to liaise with KD and PW from AHS to devise a timetable for play leaders to be trained.</p> <p>- TC to research available markings and decide which will be best for our children. Play leaders to show younger children how they can be used.</p>	<p>with supply whilst attending training</p> <p>Play leaders = release time for TA. 1 hr each week to supervise play leaders with AHS specialist. £143</p> <p>Playground markings = £5000</p> <p><b>Total = £6163 (swimming and markings)</b></p>	<p>Higher participation of girls and the Asian community in physical activity.</p> <p>- Most children are observed being more active at play times and lunch times. Play leaders are developing good communication, leadership and problem-solving skills. A slight decrease in behaviour issues on the playground when play leaders are running structured activities.</p> <p>- An increase in active play times and lunch time amongst the children in Key Stage 1.</p>	<p>holidays, by investing in the Bhangra Fitness programme. Introduce a Bhangra Fitness afterschool/lunch time club to keep the engagement of this target group going.</p> <p>- Staff CPD for play leaders so that our own staff can train play leaders, rather than outside agencies. This will increase sustainability. Select the next children that will become play leaders (Year 4 and 5 children).</p> <p>- Ensure KS1 playground staff are confident with how the markings can be used, so they can encourage even more physical activity.</p>
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<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>	<p>Percentage of total allocation: 2%</p>
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Intent	Implementation		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>- Achieve the Bronze accreditation in the School Games Mark.</p> <p>- Celebrate the sporting achievements of pupils both within school and in sports outside of school.</p> <p>- Increase the profile and participation of children in extra-curricular sporting activities.</p>	<p>- Use the School Games Mark criteria to guide us towards achieving the Bronze Award.</p> <p>- Acknowledgement of the pupils' successes during celebration assembly half termly. Introduce a PE Star of the Week certificate to weekly class achievements. Create a section on the PE display board to celebrate achievements with photographs.</p> <p>- Promote the sports that we have on offer at Dovecotes through displays boards, assemblies and taster sessions. Advertise local clubs that children can access outside of school.</p>	<p>Subject Lead to attend SLT meetings with Connect Ed advisor (£200 in cover implications)</p> <p>£50</p> <p>£50</p> <p><b>Total = £300</b></p>	<p>The school's application to achieve School Games Mark Bronze is successful.</p> <p>The profile of sport is raised in school.</p> <p>More children are taking up sporting clubs.</p>	<p>- Dovecotes to maintain Bronze standard and aim to achieve the Silver School Games Mark.</p> <p>To consider sports ambassadors for the next academic year and a staff PE team.</p> <p>To find out what sporting clubs pupils attend outside of school.</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:
				36%
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>- Invest in a scheme of learning to suit the needs of our children and staff.</p> <p>- Invest in equipment to support the new scheme and develop a higher quality of provision.</p> <p>- Continue to make use of staff CPD through the Wolves Foundation, focussing on NQT and RQT staff.</p>	<p>- Research schemes that are appropriate for non-PE specialists. Share the new scheme during staff meetings.</p> <p>- Use the new scheme and the audit carried out by CT at the end of last year to advise on what equipment is needed or requires updating for safety. Add any extra equipment we do not already own that will support the children to access the new scheme of learning. Think about resources which allow children with SEND to access lessons appropriately.</p> <p>- Meet with GW and TK from Wolves to organise a CPD timetable for the year.</p>	<p>GetSet4PE scheme = £500</p> <p>Equipment = £1410</p> <p>Wolves CPD = £4,680</p> <p><b>Total = £6,590</b></p>	<p>- All staff are able to teach PE lessons with more confidence through the use of the GetSet4PE scheme. Videos are used to support the staff's knowledge as well as modelling good practice for the children.</p> <p>- Equipment is safe, up-to-date and of a higher standard than previously. SEND children can more readily access PE lessons – particularly those in Key Stage 1.</p> <p>- Staff in Lower Key Stage 2 have received CPD in gymnastics, multi-skills and hockey, through observing Wolves staff and teaching alongside them.</p>	<p>- Staff survey to identify where there is still a lack of confidence and book CPD through ConnectEd to support this. Review how we assess.</p> <p>- Carry out learning walks to ensure consistency of PE teaching across the school.</p> <p>- Carry out more learning walks to ensure equipment is being used effectively and appropriately.</p> <p>- Research other options for CPD that are better suited to the needs of our children and that offer higher quality provisions, such as Soccer</p>

				2000.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 32%
<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:
- Introduce outdoor learning opportunities across all year groups.	- 3 members of staff to take part in the Wild Tribe CPD, including staff from EYFS, KS1 and KS2.	Wild tribe training = £1,800	Staff are experts in school who can disseminate knowledge to the wider school community.	To consider how outdoor learning can be incorporated into the Dovecotes bespoke curriculum. To apply for LotC badge.
- To prepare the COPS area so that it can be landscaped so that it is a safe area to conduct Wild Tribe lessons	Brewood Landscapers to be employed for 3 days to cut back brambles etc make pathways and arrange a circle log seating area in the overgrown COPS area.	£4000 landscaping costs	The COPS area is used for outdoor learning with small groups for Wild Tribe club.	Wild Tribe is rolled out to the whole school and timetabled throughout the year with different year groups.
- Provide the children with the opportunity to access a range of sports and activities through afterschool clubs.	- Review the sports clubs on offer currently and add/change activities to ensure a wide range of sports for all children.	Subject Lead to attend SLT meetings to arrange (£200 in cover implications)  Total = <b>£6000</b>	The after school club groups have a larger proportion of sporting clubs including multi- skills	To consider using PE specialists to provide an even wider range of sporting clubs such as Soccer 2000 next year.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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:
- Increase the levels of competition within school.	- CT to organise and run intraschool competitions half termly, starting with dodgeball and rounders.	£100 additional PE release time to organise the event.	Intra house competitions begin in Dovecotes and develops children's team and competitive spirit.	Intra house competitions become a permanent planned in series of events on the school calendar throughout the year.
- Increasing levels of competition with local schools.	- Arrange a meeting with NS to discuss competitions across Wolverhampton and choose some to sign-up to. Ensure there are opportunities for all children to take part using the compete, engage and inspire indicators.	£25 additional PE release time to meet with NS.  Total = <b>£125</b>	Dovecotes begin to participate in competitive sport with other schools across the city which raises the profile of sport.	Consider leasing a minibus to enable Dovecotes to take part in more competitive opportunities next year.

Signed off by	
Head Teacher:	T.Challenor
Date:	21.09.21
Subject Leader:	C Turner
Date:	21.09.21
Governor:	T.Wakefield

Date:	21.09.21
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