

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
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Commissioned by



Department  
for Education

Created by



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## Green Meadow Primary School 2021 – 22 Review



During each academic year, every primary school receives a Primary PE & Sport Premium Grant from the government. Each school receives a different amount of money depending on the number of children it has. In September, the Sport Premium Grant doubled. This was due to soft drinks companies having to pay a levy on drinks with added sugar.

The grant is given to help schools develop their PE curriculum and to increase the number of children participating in PE and sport in and out of school time.

Below is an action plan of how we intend to spend the Sport Premium Grant to best benefit the children.

The additional income provided to school through sports premium is designed to do the following;

- develop or add to the PE, physical activity and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Schools can use the premium to secure improvements in the following indicators:

1. the engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. the profile of PE and sport is raised across the school as a tool for whole-school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

### 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> £19, 600	<b>Date Updated:</b>		
<b>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school</b>				<b>Percentage of total allocation:</b> %
<b>School focus with clarity on intended <b>impact on pupils:</b></b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
<p>Employ a sports mentor (SM) who will work with the children during breakfast &amp; lunchtimes to ensure an increased amount of daily physical activity.</p> <p>SM to deliver 5 after school sport-based clubs every week.</p> <p>SM to work alongside teaching staff to improve the quality of teaching and learning so that it is never less than good.</p> <p>Ensure there are sufficient resources to ensure curriculum and lunchtime physical activity is well planned and delivered by staff</p> <p>MAT PE lead to design curriculum map.</p>	<p>Employ a Sport Mentor for this role. Sports Mentor to set up and run these activities during lunchtime for as many children as possible. Training for Lunchtime supervisors may be necessary.</p> <p>Produce rota of games for lunchtimes to increase participation in physical activity.</p> <p>Identify range of sports clubs for both key stage 1 and 2.</p> <p>Audit of school resources to make sure school has the equipment to effectively teach the PE Curriculum.</p> <p>Curriculum map will ensure we are providing a broad and balanced program which meets the requirements of the national curriculum.</p>	<p>£9, 600</p> <p>£900 for resources</p>	<ul style="list-style-type: none"> <li>• Sports Mentor increased opportunities for all pupils to be active throughout the week.</li> <li>• Sports Mentor delivered daily breakfast and after school clubs for bubbles, plus additional opportunities for competitive sports and daily/active miles. EYFS, KS1 and KS2. At capacity.</li> <li>• Sports Mentor allows children to experience 2x1hour PE lessons.</li> <li>• Children are more engaged in active play post-school closure.</li> <li>• Pupil feedback demonstrated high levels of happiness and attendance.</li> <li>• Equipment is maintained to high standard and new equipment to teach PE curriculum.</li> <li>• PE leaders had significant impact on confidence and leadership.</li> <li>• Active travel initiative contributing to additional physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• An increased range of sport clubs to be provided.</li> <li>• SM provides sustainable impact on 30mins activity during school and beyond school gates.</li> <li>• Pupil voice to collaborate with school to decide what clubs should be offered at lunch and after school.</li> <li>• New equipment used for curriculum and extra-curricular activities.</li> <li>• Continue effective PE/School Games leaders in lessons.</li> <li>• Invest in PlayMakers for additional active playgrounds.</li> <li>• SM provides 2x1hr PE per child, per week.</li> </ul>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Children are fully aware of the value of physical activity and sport through effective teaching of PE and sport.</p> <p>Increased participation in competition at all levels raises profile of sport and PE. School achievements are celebrated by school.</p> <p>PE achievements are celebrated half termly in line with school games values.</p> <p>Quality Marks</p>	<p>Feedback provided to children about PE and PA regularly.</p> <p>Celebrate attendance and achievement at local sports competitions.</p> <p>Sporting achievements are celebrated on website and to the local community.</p> <p>Half-termly celebrations of achievements in PE lessons.</p> <p>Apply for variety of quality marks</p>	<p>No cost</p> <p>No cost</p>	<ul style="list-style-type: none"> <li>• Pupil voice children know that they can seek ideas from each other and speak on behalf of their classmates regarding opportunities and equipment.</li> <li>• PESSPA specific assemblies and social media posts highlighted children's achievements in school and the community.</li> <li>• Curriculum design allowed specific units to be taught in regard to the year group needs. Y4 Team Building &amp; Team Games enhanced pupils social and emotional development, Y6 Fitness improved, Y3 &amp; Y5 teamwork and communication developed through OAA and KS1 fine/gross motor skill gap closed.</li> <li>• Gold School Games. YST Gold Quality Mark gained. Silver Pathway to Podium. Healthy Schools Award.</li> <li>• Personal challenges in PE lessons are being completed at home as a family.</li> <li>• House board is visible to all children to see healthy competition as part of everyday school life.</li> <li>• Parental involvement.</li> <li>• School Games leaders made a noticeable improvement in pupils social and emotional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil voice for Sport and PE to be embedded in School Council.</li> <li>• Continue to promote PESSPA within school and out on social media.</li> <li>• Continue to update PESSPA displays.</li> <li>• Develop a high-quality, inclusive curriculum and tailor towards school and children's needs.</li> <li>• Road Map to be designed and PE vision to be communicated to all stakeholders/website.</li> <li>• Continue secondary school relationship about sporting talent.</li> <li>• Purchase event/competition kit</li> <li>• Offer SEND PE/PA interventions.</li> <li>• Continue secondary school relationship.</li> <li>• Research on-site pool.</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Sports Mentor to work alongside teaching staff to enhance and develop the quality of teaching and learning so that it is never less than good &amp; purchase of new PE Scheme.</p> <p>MAT PE lead to support Sports Mentor in the school. To ensure individual has up to date and high-quality knowledge.</p> <p>MAT PE lead to model lessons for staff and observe lessons to build personalised support for teaching staff.</p> <p>CPD for staff provided via the local sports partnership. To increase and improve staff pedagogy.</p>	<p>Clear support provided to staff to ensure more consistent delivery.</p> <p>Regular support meetings from MAT lead for our PE apprentices.</p> <p>MAT PE Lead to work with staff via formal and informal CPD.</p> <p>Staff to attend relevant training specific to national curriculum expectations.</p>	<p>£500</p> <p>£8500</p>	<ul style="list-style-type: none"> <li>• Staff inset – PE Scheme. All staff fully aware how to use new scheme to effectively teach.</li> <li>• Subject knowledge audits completed by all teaching staff to highlight areas to improve confidence.</li> <li>• Apprentice shadowed MAT PE Lead for full half term to build up confidence and competence.</li> <li>• Ongoing weekly mentoring for Apprentice via MAT PE Lead throughout the year to maintain skill level.</li> <li>• Opportunities for Apprentice to visit other schools in the trust to learn different skills.</li> <li>• Bespoke CPD for all teaching staff based on current research. Initially targeted at ECT's and new staff before reaching out to whole staff.</li> <li>• Pre-CPD identified areas of improvement. Collaborative CPD and Coaching from MAT PE Lead increased subject knowledge and confidence. Post-CPD support maintained levels of competence. Visits from MAT PE Lead to verify levels of competence.</li> <li>• PE Coordinator and Sports Mentor took advantage of free CPD opportunities for specialised units.</li> <li>• Children enjoy teacher-led PE, are keen to take part and have a desire to learn and improve.</li> </ul>	<ul style="list-style-type: none"> <li>• MAT PE Lead CPD maintains the sustainability for all staff to be supported at being confident to deliver PE.</li> <li>• Ensure teachers and apprentices have access to model lessons.</li> <li>• Improved teaching results in happier children.</li> <li>• Locate Swimming CPD.</li> <li>• Whole staff PE meetings lead to vision and lesson consistency.</li> <li>• Lunchtime staff training.</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Participation in local sporting competitions will ensure participation in a wide range of sports. Lunchtime and after school clubs will also look at the variation of sporting opportunities.</p> <p>Opportunities to visit and be visited by local professional sports clubs.</p> <p>Investigate alternative sports</p> <p>Active Travel</p>	<p>Children to identify range of school activities they would like to be part of. As many of these suggested activities are provided via, lessons, lunchtimes, after school clubs and in local competitions.</p> <p>Inspire children to take part in sports they may never have done before. Pathways for exceeding pupils.</p> <p>Research what can be obtained in curriculum, additional to and in the community.</p> <p>Identify bikeability programmes</p>	<p>No cost</p> <p>No cost</p>	<ul style="list-style-type: none"> <li>Increased opportunities to take part in social and emotional activities.</li> <li>Social Media engagement.</li> <li>Work with Barford Hockey, Warwickshire Cricket, Newman University, LTA (Lordswood), Worcester Rugby, BCU, Tettenhall Volleyball, Birchfield Harriers, Boxing, Birmingham FC, &amp; Aspire Sports.</li> <li>Bring the Power workshops provided children with para-sports, boxing and volleyball opportunities.</li> <li>Variety of commonwealth activities from YST and range of other celebration days enabled children to encounter archery, rock climbing, lawn bowls, cultural dance and cheerleading.</li> <li>CWG increased profile of PESSPA.</li> <li>Bikeability allowed all KS2 children to complete Level 1.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are signposted to local/external clubs.</li> <li>Trust PE Lead to continue to work with SENDCO on inclusion in PE and CPD.</li> <li>Use pupil voice and school council for effective use of KPI.</li> <li>Continue to provide opportunities for all and these opportunities are at capacity.</li> <li>Continue work with external providers and organisations.</li> <li>Increase MAT Sport Festivals 22/23.</li> <li>Level 1 achievers actively travelling to school.</li> <li>Bikeability for non-riders.</li> <li>Balanceability for EYFS.</li> <li>Promote active travel.</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Increased participation in competition raises profile of sport and PE. School achievements are celebrated by school.</p> <p>MAT Competitions</p>	<p>Enrolment into local School Sports Partnership. Events organised across between local schools and across the MAT.</p> <p>At home challenges.</p> <p>Travel to other schools using partnership transport where appropriate.</p> <p>Membership to the Girls and Boys Harborne Schools Football League</p> <p>MAT PE Lead to organise gaps in needed areas of competition. Medals and trophies purchased.</p>	£100	<ul style="list-style-type: none"> <li>Increased Level 0 personal competitions within PE raises self-belief.</li> <li>Both competitions and challenges promoted on social media.</li> <li>Whole School Sports Day based on CWG.</li> <li>Children know School PE vision.</li> <li>Children explore new social connections.</li> <li>SEND MAT specific events increase inclusivity.</li> <li>Children are “proud” to represent school.</li> <li>MAT events all held at KES school, raising aspirations.</li> <li>Increased competitions have led to increase in playground activity and club sign up.</li> <li>Competitions for ‘less active’ children to spark a love for PESSPA.</li> </ul>	<ul style="list-style-type: none"> <li>Continue with School Games 22/23 local partnership.</li> <li>Continue to provide competition for all.</li> <li>Increase specific training for competitions.</li> <li>Apprentice to aid training for teams.</li> <li>Ensure calendar of MAT events to be completed and represented.</li> <li>Continue to target those ‘less active’ children as well as G&amp;T, SEND and those who have not represented the school yet, but would like to.</li> <li>Medals for all and winning trophy highlights healthy competition.</li> </ul>
Total committed spend- £19, 600				

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2022.	59%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	59%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	62%
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?	No