

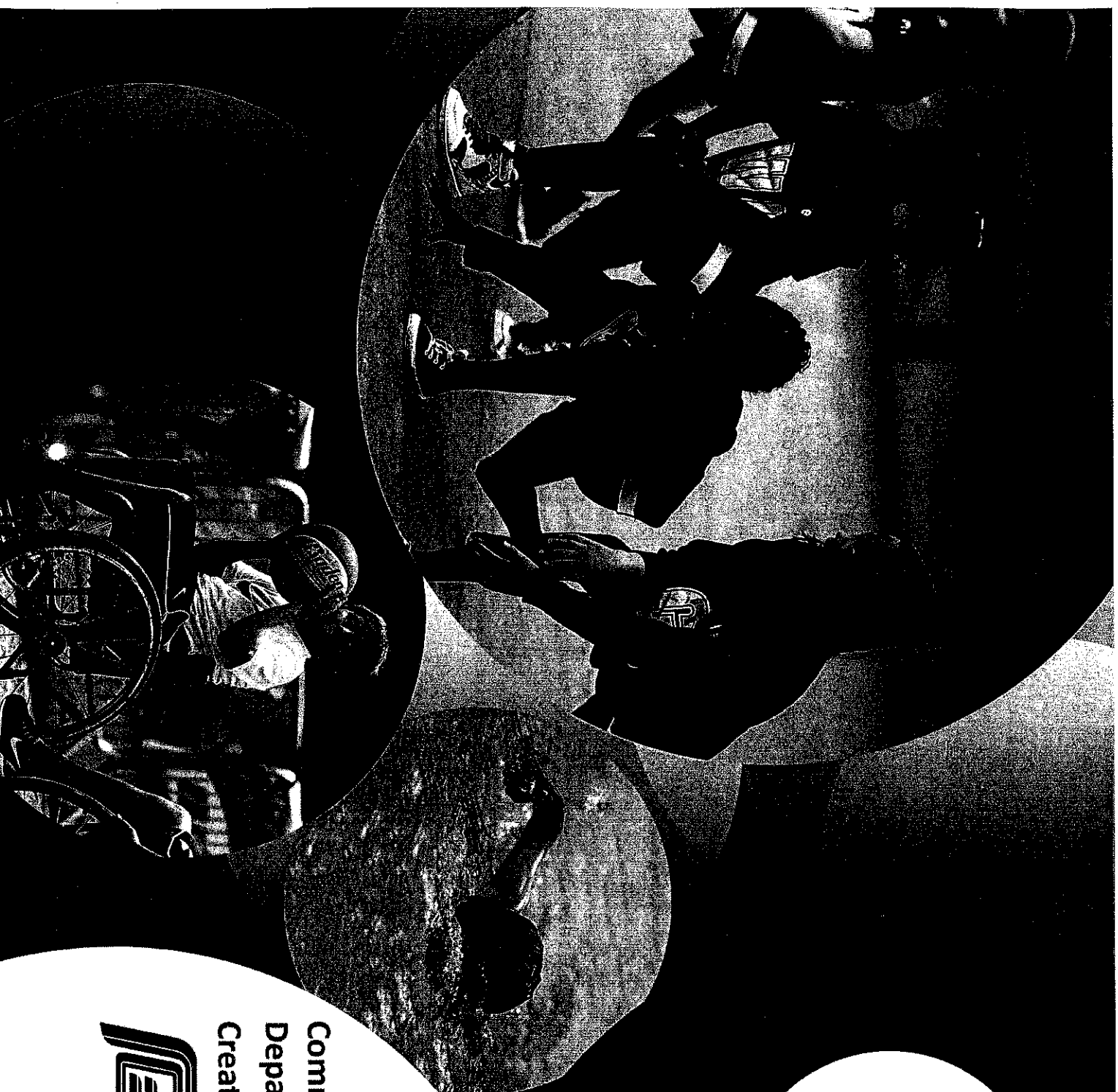
Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021

Commissioned by the
Department for Education

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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
- 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 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.

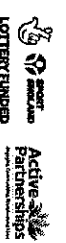
Schools are required to publish details of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

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 2021. To see an example of how to complete the table please [click HERE](#).

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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.

<p>Key achievements to date until July 2020:</p> <p>Greatly enhanced PE subject knowledge through combination of modelled PE teaching by specialist sports TA, professional development from WFSP and regular bulletins and opportunities provided by PE lead alongside modelling, observations and paired teaching. From March 2020 to July 2020 pupils were sent weekly physical education challenges and activities per year group via home learning platform. PE lead and PE TA modelled and encouraged some of the home learning activities for pupils and encouraged the element of personal challenge during the extended period of whole school closure. PE was the focus of a deep dive by Ofsted in February 2020 and the outcome was <i>"The physical education (PE) curriculum is carefully planned and sequenced. Pupils build up their skills well. They are active for most of their lesson time. The subject leader uses her good subject knowledge to monitor the curriculum carefully"</i></p> <p>Wide variety of after and before school clubs offered and uptake remained high prior to 'national lockdown'</p> <p>Children from YR – Y6 took part in a wide range of festivals and tournaments outside school.</p> <p>Maintained Gold status for School games mark award.</p>	<p>Areas for further improvement and baseline evidence of need:</p> <p>Based on School Games Mark audit (baseline April 2021)</p> <p>Register all staff on School Games to access resources.</p> <p>Post National Lockdowns reengage the pupils in a range of pre and after school clubs (numbers have significantly declined during late Spring and Summer 2021)</p> <p>Continued investment in Wyre Forest School Sport Partnership to facilitate access to high quality professional development, network meetings and inter school festivals and tournaments.</p> <p>Further develop opportunities for training in inclusive PE</p> <p>Audit needs for CPD (change of staff with RQT/NQTs)</p> <p>Post National Lockdown investigate whole school campaign for 'Change for Life' involving wider community as fitness levels have noticeably decreased and obesity has visibly increased.</p> <p>Widen pathways into wider local clubs.</p>
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Did you carry forward an underspend from 2019-20 academic year into the current academic year?

NO * Delete as applicable

Total amount carried forward from 2019/2020 £0.00

+ Total amount for this academic year 2020/2021 £18,327.00

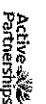
= Total to be spent by 31st July 2021 £18,327.00

ACTUAL SPEND: £20,223.95

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<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 transfer to the pool when school swimming restarts.</p> <p>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.</p>	<p><i>Swimming curriculum is taught during LKS2. The current cohort of Y6 pupils were unaffected by national closure of pools. Academic year 2021/22 swimming teaching has been adapted to take account of current Y4 not having had swimming lessons and Y3 Y4 and Y5 will attend swimming lessons.</i></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>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 2021. Please see note above.</p>	<p>77.5 %</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>77.5 %</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>47.5 %</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 over and above the national curriculum requirements. Have you used it in this way?</p>	<p>No</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.

Academic Year: 2020/21	Total fund allocated: £18,327.00	Date Updated: June 2021	
Key indicator 1: The engagement of all 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			
Intent	Implementation	Funding allocated:	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>Access to high quality resources and teaching.</p> <p>Wide variety of after school clubs.</p> <p>Access to increased range of high-quality resources for active play.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Specialist TA support for PE lessons. TA has been working alongside staff less confident with aspects of PE e.g. gym and delivering CPD alongside quality first teaching.</p> <p>PE lead and specialist sports TA continue to offer wide variety of clubs.</p> <p>Audit of resources and voucher schemes used to top up. Play leaders trained.</p>	<p>Part of specialist sports TA role</p> <p>£14,929.00</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p> <p>Greater number of active minutes in PE lessons. Increased professional knowledge of some teaching staff</p> <p>Data to analyse this (as in previous years) is available only for first term due to national restriction in Spring 2020.</p> <p>Increased participation in play. Leadership opportunities for Y6 pupils.</p> <p>Younger pupils take part in more structured play which has resulted in fewer incidences of conflict.</p>
			<p>Percentage of total allocation:</p> <p>82 %</p> <p>Sustainability and suggested next steps:</p> <p>Specialist sports TA to work alongside those new to a year group in Sept 2021 and create opportunities to work in YN and YR.</p> <p>Rebuild the extracurricular timetable to include lunchtimes as well as before and after school clubs.</p> <p>Summer 2021 Y5 pupils trained to become playleaders in autumn 2021</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

82 %

Intent	Implementation	Funding	Impact	Sustainability and suggested next steps:
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:	allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	
During closure period and on return to school (as planned visiting Olympian and other activities not possible)	1-1 support TAs attending clubs Specific inclusion clubs offered alongside pupils with no specific needs.	Part of specialist sports TA role £14,929.00	Some pupils engaged fully although many did not, need to re-evaluate how home learning activities can encourage physical activity.	Audit of fitness on return to school March 2021 followed by PE leading and driving the recovery curriculum across the school. Increased focus on participation and mental and physical well-being.
Weekly challenges encouraged and physical activity started each day of home learning.			Greater uptake in numbers of pupils accessing clubs with SEND and FSM during autumn 2020 although this has been directly impacted by subsequent national lockdown.	Look at clubs provision for Sept 2021 to enable maximum % uptake.
FSM and SEND pupils specifically invited to clubs and festivals to facilitate full engagement.				

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:

82%

Intent	Implementation	Impact

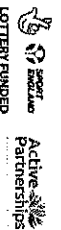
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Phase CPD with specialist sports TA working alongside all staff during the school, year. Prioritise NQTs and RQTs	Planned timetable for specialist TA to support gym (which was identified area as needing CPD)	Part of specialist sports TA role £14,929.00	Timetable could not fully proceed due to lockdown. NQTs and RQTs prioritised. New Nurse provision meant that exciting new opportunity to develop gross motor skills.	Continued programme of support building in Nursery and YR to include a workshop for parents of YN and YR pupils.
Continue to access high quality support and resources from Severn Academies Trust			Shift of focus during lockdown from providing CPD to using the exceptional quality resources provided for in and out of school pupils. Support also given to plan recovery curriculum.	Some elements of blended learning to remain eg Go Noodle. Continued subscription to Severn Academies to support all aspects of in and out of school PE.
Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils				
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:
Percentage of total allocation: 95%				

<p>Additional achievements:</p> <p>Range of sport clubs initially planned was wide ranging however Covid directly impacted this and during November numbers declined rapidly followed by govt guidance not allowing clubs.</p> <p>Whole school sports day: involving parents and carers planned as a celebration of sport, participation and enjoyment.</p>	<p>As it became increasingly clear that clubs could not take place normally focus shifted to supporting staff to provide daily PE and challenge activities for home and or school learning with an element of personal challenge.</p>	<p>Part of specialist sports TA role £14,929.00</p> <p>+ 3hrs per week extra for specialist sports TA £2,474.39</p>	<p>Small number of clubs offered in summer 2021. Uptake of KS1 has been very high however KS2 reminds challenging and this will be priority focus for September 2021</p> <p>Unfortunately, delayed easing of restrictions has prevented this: consider holding this autumn 2021</p>	<p>Prioritise uptake in KS2. Adult models of physical activity in and out of school.</p>
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Subject Leader:	L. Wilhey	<i>A. Wilhey</i>
Date:	July 2021	<i>1st July 2021</i>
Governor:	<i>SS Ward</i>	
Date:	<i>14.7.21</i>	

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Key indicator 5: Increased participation in competitive sport

				Percentage of total allocation:		
				13 % (Severn Academies element of funding)		
Intent	Implementation	Funding allocated:	Impact	13% + own school budget		
<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>Continued promotion of local sports clubs.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Visiting clubs to include rugby, football and tennis.</p>	<p>Part of specialist sports TA role £14,929.00</p> <p>Severn Academies SLA £2,340.00</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p> <p>All pupils across the school have had session with Kidderminster Harriers, Y5 have completed health kick over 6 weeks.</p> <p>All year groups have had local tennis club input.</p> <p>Covid halted plans to participate with other schools. Emphasis then shifted to staying healthy and whole school involvement in 'Go-Noodle' and whole school challenges to join together to travel accumulated distances.</p>	<p>Sustainability and suggested next steps:</p> <p>Range of clubs highlighted as high profile in autumn 2021 to raise the participation (focus on UKS2)</p> <p>Adults in school encouraged to role model and share personal challenges.</p> <p>Engage fully again with inter school festivals and leagues.</p> <p>Use 'School Games Mark' action plan completed summer 2021 build a firm foundation for reengaging pupils at St Anne's with a lifelong love of sport and the opportunities it can provide.</p>		

Signed off by _____

Head Teacher: 

Date: 01/07/2021