

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



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TRUST



Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA 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](https://www.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.

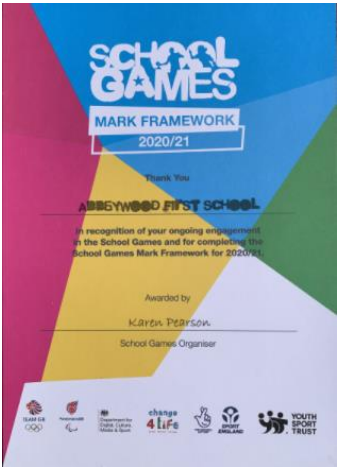
We recommend you start by reflecting on the impact of current provision and reviewing the previous spend. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • After School Clubs ran within 'bubbles' to give children access to high quality sport. • Increase in both inter and intra competition with the creation of the 'Colour Games' (half-termly whole school competitions between the School Teams): <ul style="list-style-type: none"> ○ Intra Tournaments: <ul style="list-style-type: none"> <i>Autumn 1</i> – Colour Games Archery Contest 182 participants <i>Autumn 2</i> – Colour Games Cross Country 182 participants <i>Spring 1</i> – Colour Games Virtual Competition (delivered through Seesaw) 98 participants <i>Spring 2</i> – Colour Games New Age Curling Tournament 182 participants Summer 1 – Colour Games Tri Golf Tournament (AW & Beoley intra competition) 182 participants Summer 2 – Colour Games Sports Day 182 participants <i>Years 1 to 4 at Abbeywood 182 pupils in total.</i> ○ Inter Tournaments: <ul style="list-style-type: none"> Year 3/4 Archery Contest vs Beoley First School – 89 Abbeywood Participants Year 3/4 Archery Contest vs Oldbury Park Primary School – 89 Abbeywood Participants Year 4 Key Worker Children Archery Contest vs. Oldbury Park Primary School – 20 Abbeywood Participants Year 4 Virtual Curling Competition vs Oldbury Park Primary School – 34 Abbeywood Participants Whole School Tri Golf Colour Games competition with Beoley First School 182 participants • Inclusivity tracker being utilised across the school to ensure all children have physical education opportunities and experiences. • Raise profile of physical education: 28% increase in website posts compared to the 2019/2020. <p>Achieved x1 School Games awards:</p> 	<p>Continue to develop sporting activities on offer to the pupils by use of pupil voice and data feedback from current activities on offer.</p> <p>Increase participation in physical education experiences and trips as COVID measures ease (depending on government advice) and also host tournaments and fixtures.</p> <p>Gymnastics is a subject area that due to COVID children have had limited engagement with. This will be a focus area for next year.</p> <p>Further CPD for staff to ensure consistent high-quality delivery of PE curriculum.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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 children may swim in another year please report on their attainment on leaving primary school.	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 over and above the national curriculum requirements. Have you used it in this way?	n/a

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 students today and for the future.

Academic Year: 2020/21		Total fund allocated: £24,824 (inc. balance carried over from last year £7054)		Date Updated: 23/7/2021	
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					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:	
Engagement of all pupils in physical activity and enrichment opportunities.	Gross Motor skills clubs (run as interventions on Fridays to increase engagement in physical activity).	Specialist Sports Coach running x1 Gross Motor Skills Session a week for 34 weeks £799	Gross motor skills clubs have increased children's confidence and ability to participate in other physical activities. Children who would not normally engage in competitive sports had a successful and positive experience that improved their attitude towards physical activity.	Continue to offer specialist sessions to target children who need extra support physically. All teachers to make use of inclusivity tracker to ensure all pupils have extracurricular opportunities. Target pupils to then be identified and invited to afterschool clubs.	
Engagement of pupil in physical activity outside of the curriculum.	Run x2 sports clubs after school on Thursday and Friday. Rotate which classes can participate every half term (cannot mix classes due to bubble restrictions).	Specialist Sports Coach running x2 clubs a week for 34 weeks £1598 (Clubs ran all year except for 5 weeks of lockdown)	Over the course of the year after school sports clubs were offered to Years 2,3 and 4. They always ran at a capacity of 15 children. The children were offered a wide range of new sports activities with an emphasis on OAA as the club was always run outdoors.	Continue to offer range of extra-curricular sports activities Explore new activities for children to experience.	

Increase in pupils involved in PE based activities at break times and lunch times.	Increase chld. Participation in sporting activities during break and lunch. Create a box for each 'class bubble' with a variety of equipment that can be used safely and cleaned easily. Chld. can then use equipment as they wish to play and exercise during breaks and lunches.	£153.87 Skipping Ropes. £75.99 Cannonball drop game.	All teachers and lunchtime supervisors have given feedback that the equipment is being used constantly and chld. are more active as a result. A Year 4 child said, 'having our class box means there's always something for me to do!'	Continue to provide equipment to children for breaks and lunches. Research new inclusive equipment that chld. could use independently. Dependent on COVID regulations train older children as 'Play Leaders' to encourage all children to engage in physical activity.
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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:
Raise the profile of PE through: Participation in the School Games organisation.	Compete and participate in School Games activities and competitions throughout the county. Ensure parents are informed through newsletters, web site and social media. AWFS achieved a silver award, the goal this year is to achieve a gold award.		Higher percentage (50%) of engagement in inter school competitions (virtual competitions) has raised the profile of physical education as children are enthused and want to represent the school. Due to Covid, there was no gold award, however we achieved a framework award.	Continued participation in the School Games. Target for next academic year is to achieve a 'gold award' (previous year the school achieved silver). Keep engaging parents in our school's physical education events through communication such as the website and social media. Use School Games dashboard as a driver to increase the quality of physical education at Abbeywood.

<p>Physical Education being a priority as soon as children enter our school. Raise standards in PE for children in EYFS</p>	<p>'Busy Feet Program' delivered weekly by specialist sports coach to improve Reception children's motor skills, co-ordination and to develop a love of exercise and staying healthy from an early age.</p>	<p>x2 sessions a week for 34 weeks up until school closure, £1598.</p>	<p>Reception teachers have noted physical progress of their children over the course of the program. Pupil voice has also shown how the children enjoy taking part and want to be active.</p>	<p>Continue the Busy Feet program for the upcoming reception cohort. Build in a range of opportunities to engage in physical education and develop a passion for staying active.</p>
<p>With a second national lockdown and Covid-19 continuing, delivering a sports programme to key worker pupils to support their physical and mental health and wellbeing.</p>	<p>OAA activity sessions and well-being sessions with an emphasis on yoga led by specialist sports coach for all KWC bubbles in school. Delivery of high-quality physical education lessons online using the schools virtual learning platform, SeeSaw.</p>	<p>£1694.70 Specialist Sports Coach in for 2 days a week to work with KWC during 5 week 'lockdown period.' In addition to this providing weekly, online SeeSaw lessons to all children in EYFS, KS1 and KS2.</p>	<p>All children were highly motivated and engaged. Pupil voice was overwhelmingly positive with many children wanting to continue with yoga and meditation. Children were highly motivated and enjoyed exploring our forest school area. Pupil voice showed us that the children loved taking their learning outside after an extended period in their bubble.</p>	<p>Enriching the children's physical education by making use of specialists is something we want to continue. Create a standalone wellbeing week with a focus on yoga and meditation for all children to engage with.</p>

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:
Provision of a specialist sports coach to upskill lunchtime supervisors and provide high quality physical activities for all children to participate in at lunchtimes x2 a week.	Utilise specialist coach to work alongside lunchtime supervisors and train them to deliver physical activities to engage all children at lunchtimes.	£1598, x2 lunchtimes over 34 weeks to work across the school.	Increased confidence amongst lunchtime supervisors in setting up activities and engaging all children. Pupil voice was highly positive, and the children loved having physical activities to participate in during their lunch time.	To work alongside lunchtime supervisors, use older children as play leaders, get a specialist coach to train these children. This will engage the younger children even more and provide valuable leadership opportunities.
Specialist coach to work alongside RQT in Year 1 and provide instruction on the teaching of high-quality physical education.	Coach to work with NQT for an extended period of time and both work together on planning and delivering high quality physical education.	£1471 cost of time spent co-teaching and planning over 34 weeks.	RQT and both trainees have both successfully passed years and been formally observed teaching physical education by SLT. They have spoken of increased confidence teaching PE and have an increased 'tool-kit.'	Monitor and review delivery of physical education. Organise time for inexperienced teachers to co-teach with subject specialists. Identify areas of PE where staff are less confident in order to further develop CPD programme
Support for Year 4 and Year 2 trainee teachers.	Ensure coach works with trainee teachers for an extended period of time and both work together on planning and delivering high quality physical education.	£1471 cost of time spent co-teaching and planning over 34 weeks.	Chld. engaged and enjoyed their learning. Also provided opportunity for teachers to learn and 'upskill' with OAA activities.	Book a specialist to provide CPD on OAA to staff to deliver effective learning outdoors.
OAA Activities delivered across the school over 34 weeks.	Due to COVID providing learning opportunities outdoors is highly valuable. Use a specialist to deliver OAA opportunities across the school.	£1471 cost of high quality 'COVID safe' OAA lessons to all pupils.		

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>Develop core strength, balance and coordination to address low starting points for children</p> <p>Provide equipment and opportunities to engage in active learning, especially in light of reduced mobility during lockdown</p>	<p>Ensure children have opportunities to access a range of equipment to enable them to develop gross motor skills through the Early Years continuous provision as well as curriculum PE</p>	<p>£1294.86 Traverse Panels (Reception), skittles and obstacle course (Yr1)</p> <p>£1243.01 Grassed Tunnel (Reception)</p> <p>£1183.86 Climbing Prism.</p> <p>£508.03 Bridge</p>	<p>98% of children achieved Physical Development ELG in Reception.</p> <p>Children engaged in physical activity for prolonged periods</p>	<p>Specific provision for gross motor skills planned into curriculum opportunities and targeting child use</p>
<p>Provide children opportunity to learn how to ride bikes safely and gain a Level 1 certificate from Worcestershire Bikeability.</p>	<p>Book Bikeability through Worcestershire Council. Organise, and ensure children have serviceable bikes and correct safety equipment.</p>	<p>£200 Bikeability Level 1 course (40 pupils x £5)</p>	<p>Valuable life skill provided, and 40 Year 4 children took part which a very high percentage of the year. Pupil voice informed us that children felt more confident on their bikes, felt safer riding on the road and gained subject knowledge about how to stay safe and look after their bike.</p>	<p>Rebook Bikeability for next years Year 4 cohort.</p>

<p>Audit and ongoing replacement of PE Equipment – Full audit of our PE equipment so we can order new equipment for high quality physical education and equipment for use at break and lunch times.</p>	<p>Sports specialist to carry out audit and recommend with their specialist knowledge equipment the school would benefit from.</p>	<p>£47 audit cost.</p>	<p>Children able to use new equipment at break and lunch, engaging them in physical activity. Staff also able to deliver higher quality lessons as they have correct resources.</p>	<p>Continue to organise and resource equipment. Be aware of any opportunities to resource something that will engage pupils and provide them with an enriching experience. Evaluate resources available to support socially distanced physical education</p>
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p>
				<p style="text-align: center;">%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Create a whole school competition with an emphasis on inclusion so all children can compete every half-term in a sporting activity.</p>	<p>Set up half-termly competition that includes all children and gives them an opportunity to be competitive.</p>	<p>£257.03 New Age Curling Set and extra target mat. £117.30 Low Basketball Unit x2.</p>	<p>Inclusion has been at the heart of the ‘Colour Games’ and children from Year 1 to Year 4 have competed in archery, tri-golf and new-age curling to name a few high-quality inclusive sports. See link at top of report. Staff have given feedback and children have been engaged and enjoyed competing for their teams.</p>	<p>Continue the ‘Colour Games’ next year and dependent on restrictions develop interaction between year groups (this year children competed within their bubbles). Continue to include inclusive sports to engage all pupils.</p>
<p>Specialist coaching for Colour Games</p>	<p>Utilise a specialist coach to teach children key skills such as archery, curling and tri-golf. Teachers can co-teach and gain</p>	<p>£1471 for sessions delivered over 34 weeks.</p>	<p>Specialist coach worked for an extended time across all year groups delivering a variety of sports and activities that led to successful competitive Colour</p>	<p>Using a specialist coach boosted children’s confidence and taught them key skills. We aim to do this again for upcoming competitions next</p>

	<p>subject knowledge from the specialist delivering these lessons.</p>		<p>Game competitions.</p> <p>Children were able to perform physical activities with confidence and skill and enjoyed the competition as a result.</p> <p>Staff were able to gain subject knowledge by co-teaching with a specialist.</p> <p>Formed a link with Beoley First School who have the same Team system so we were able to compete with them virtually.</p>	<p>year.</p> <p>Keep reaching out to other schools to organise inter-school competitions and fixtures.</p> <p>Continue celebrating children's success in competitive sport during assemblies and the physical environment in school with displays.</p> <p>Further develop intra school sports in light of COVID-19</p> <p>Total expenditure: £18,252.65 Total remaining: £6,571.35 (this will be carried over to next academic year)</p>
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