

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021

St Giles C.E Primary

Commissioned by the
Department for Education

Created by





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 2020** 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 2020. 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.

<p>At St Giles' CE Primary School we use the funding to make additional and sustainable improvements to the quality of PE and sport we offer. This means that we use the Primary PE and Sport Premium to:</p> <ul style="list-style-type: none"> • develop or add to the PE and sport activities that our 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 	
Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>We;</p> <ul style="list-style-type: none"> • Provide all students with two hours of physical education per week (within the curriculum only); and have extra curriculum provision in addition to this; • Engage at least 50% of students in extracurricular sporting activity every week; • Use the School Games formats to provide the opportunity for both boys and girls to take part in the appropriate level of competition. • Use the School Games formats to provide the opportunity through inter-school competition (Level 2) for both boys and girls to take part in 'B' and 'C' -team standard competition. <p>GOLD LEVEL 3</p> <ul style="list-style-type: none"> • Promote the School Games to parents and the local community once a fortnight, including through social media; • Regularly feature match reports and competition results on the school website and in the local press • Every young person is provided the opportunity to 'learn to lead' through curriculum PE; 3 engage at least 15% of students in leading, managing and officiating School Games activity; • Have a School Sport Organising Committee in place; • Utilise sports coaches to support school sport; • Train wider school staff to support school sport; • Clubs 3 have active links with at least six local sports clubs (two for special schools) 	<ul style="list-style-type: none"> •develop or add to the PE and sport activities that we already offer. •build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years <p>We should expect to see improvement of:</p> <ul style="list-style-type: none"> •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 •the profile of PE and sport is raised across the school as a tool for whole school improvement •increased confidence, knowledge and skills of all staff in teaching PE and sport •broader experience of a range of sports and activities offered to all pupils •increased participation in competitive sport

Meeting national curriculum requirements for swimming and water safety.	Results affected from Covid-19
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 2021.	84%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	84%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100% (Land based opportunities)
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?	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, 102.00	Date Updated: May 2021	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				7.0%
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>Pupils to be active for at least 30 minutes per day.</p> <p>Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Pupils to make at least good progress and reach ARE's within all aspects of Physical Education.</p>	<p>To update teacher knowledge within:</p> <ul style="list-style-type: none"> • Assessment and Feedback • Teaching KS1 PE • Raising Achievement in English through Sport and PE • Raising Achievement in Maths through Sport and PE. • Membership of 'Streetly PE Network' * A structured programme of nationally recognised CPD courses (6 per year). * A full Youth Sport Trust Membership (£270 per school) * Support with developing and sustaining a targeted health intervention programme. * Additional competitive 	<p>£1200</p> <p>Lunchtime Supervisor Training:</p> <p>£300</p>	<p>Teacher feedback/evaluations to indicate the impact of the 'Streetly Network CPD' upon confidence, competence, pupil progress and attainment.</p> <p>Pupils to be active during Lunchtime either through activities led by Lunchtime Staff, Walsall FC Coaches or Playground Leaders.</p> <p>PE Apprentice/coaches</p>	<p>Teachers and Teaching Assistants to adopt the skills necessary to continue to implement a quality first curriculum, providing enhanced links within other subjects. (Mathematics and English)</p>

	opportunities (10 per year) * Playground Leaders Training. * Lunchtime Supervisor Training. * Competition preparation support *Spring 2019 (CPD) *All Lunchtime Staff to be trained as well as 'Playground Leaders' to provide quality physical activity during lunchtime. *Walsall Football Coaching during Lunchtime			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				20%
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:
To ensure all children through school develop high order Physical Literacy including through weekly OAA and Outdoor Learning: 1) Motivation to take part in PE and Sport 2) Confidence 3) Physical Competence 4) Knowledge and understanding to value and take responsibility for engagement in physical activities for life.	H7/H16 Regular exercise benefits physical and mental health H24 Problem solving strategies for dealing with challenges H28. Identify personal strengths, skills and achievements H29 Manage setbacks R14 Strategies for inclusion R33 Listen to and respond to a range of people	£1800	1. Participate in a variety of team challenges to build self-esteem and develop communication skills. 2. Work together cooperatively as a team to complete challenges 3. Identify what they did well 1. Basics – Exercise and Fresh air 2. Belonging – keep relationships going 3. Learning – Help the pupils to organise themselves	Delivered through Team Teach Approaches ensuring that all teachers build the skills and competences to deliver the programme independently.

<p>To ensure all children through school develop high order Physical Literacy including through OAA and Outdoor Learning through Orienteering:</p>	<p>Funding to be used to map the school and to create orienteering courses.</p> <p>CPD to be provided to all teachers to ensure that teachers and curriculum leads have the skills to develop OAA through their subjects e.g. PE/Maths/Geography.</p>	<p>£2000</p>	<p>Coping – being brave and have a laugh</p> <p>As well as developing the technical skills of the children and getting them physically active, we use the sport to support the national curriculum through cricket-themed lessons.</p> <p>Our Schools' Portal has literacy and numeracy lessons that use cricket in the classroom. Whether it's looking at fielding position coordinates or journalistic reporting, cricket can enthuse the children and we provide the lesson plans and resources to do it.</p>	<p>Delivered through Team Teach Approaches ensuring that all teachers build the skills and competences to deliver the programme independently.</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:
				53%
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:
Provision of quality teaching/coaching alongside Class Teachers to develop teacher expertise. (Dance)	Quality Dance CPD to be provided through the 'Black Country Dance Hub'. (KS1 and KS2)	£7035	The Dance Artist to plan and jointly deliver structured dance lessons appropriate to the age group. CPD/lessons to meet the requirements of Dance as part of the Physical Education National Curriculum.	Class Teachers (Non-Specialists) to have the skills needed to implement quality Dance/Gymnastics/Hockey provision.
Provision of quality teaching/coaching alongside Class Teachers to develop teacher expertise. (Hockey/Cricket))	Quality Hockey CPD to be provided through Wednesbury Hockey Club. (KS2)	£1200	Coaches to work with teachers and teaching assistants to improve their knowledge of different specific sports giving them confidence and knowledge to deliver coaching.	Teachers/Teaching Assistants to have =:
	Cricket CPD (KS1 and KS2)	£1200	Teacher inset where the coach gives training to primary school teachers.	Introduction of Quicksticks
			Working with teachers in curriculum time to help deliver a sessions - this should be a collaboration and the teacher should identify what they want to gain from either a lesson or a block of lessons, linked to the national curriculum (the teacher is ultimately responsible for the pupils, not the coach)	To understand how Quicksticks is played
				To understand how the resources work – Curriculum Resource and Challenge Cards
				To ensure safe practise in the delivery of Quicksticks
				Increase confidence of teachers/community sports coaches to deliver Quicksticks
				To understand how to deliver dance safely

Provision of quality teaching/coaching alongside Class Teachers to develop teacher expertise. (OAA)	Quality OAA CPD to be provided through 'Walsall Council Swimming Services/Sharkey's Swim School' *Swimming time in KS2 doubled with specialist teaching facilitated.	£880	Working with teachers in curriculum time to deliver and model sessions - this should be a collaboration and the teacher should identify what they want to gain from either a lesson or a block of lessons, linked to the national curriculum (the teacher is ultimately responsible for the pupils, not the coach)	Class Teachers (Non-Specialists) to have the skills needed to implement quality of gym and dance. Class Teachers (Non-Specialists) to have the skills needed to implement quality swimming provision.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				20%
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:
To ensure that all pupils have the opportunity to take part in a range of sports and to represent the school.	Provision of trained PE Coaches to deliver a programme of sport after-school (free to attend) in order to offer a broad experience across the school: <ul style="list-style-type: none"> Girls' Football Rounders Dodgeball Football Netball Cricket Gymnastics Transport provision 	£3807	Gap eliminated between PPg and Non-PPG pupils attending. Barriers to attend extra-curricular activities removed enabling all those that have an interest to be offered the opportunity.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
<ul style="list-style-type: none"> • Use the School Games formats to provide the opportunity for both boys and girls to take part in the appropriate level of competition. • GOLD LEVEL 3 • Promote the School Games to parents and the local community once a fortnight, including through social media; • Regularly feature match reports and competition results on the school website and in the local press <p>Black Country Commitment award for P.E – ‘Excellent’ Achieved</p> <ul style="list-style-type: none"> • Every young person is provided the opportunity to ‘learn to lead’ through curriculum PE; 3 engage at least 15% of students in leading, managing and officiating School Games activity; • Have a School Sport Organising Committee or Crew in place; 	<p>Provide all students with two hours of physical education per week(within the curriculum only); and have extra curriculum provision in addition to this;</p> <ul style="list-style-type: none"> • Engage at least 50% of students (20% for special schools) in extracurricular sporting activity every week; 		<p>Increased participation in competitive sport. Utilise sports coaches to support school sport;</p> <ul style="list-style-type: none"> • Train wider school staff to support school sport; • Clubs 3 have active links with at least six local sports clubs (two for special schools) <p>Use the School Games formats to provide the opportunity through inter-school competition (Level 2) for both boys and girls to take part in ‘B’ and ‘C’ -team standard competition.</p>	<p>Achievement of ‘Platinum Award 2021/22</p> <p>*Recognising four year’s of Gold Award Accreditation’.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	