

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 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 2022. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

| | |
|---|----------|
| Total amount carried over from 2019/20 | |
| Total amount allocated for 2020/21 | |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £26, 389 |
| Total amount allocated for 2021/22 | £17, 698 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £40, 087 |

Swimming Data

Please report on your Swimming Data below.

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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 then 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> | Top up Year 5 and 6 swimming - £3600 |
| <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 2022.</p> <p>Please see note above</p> | 40% (12 out of 30 children) |
| <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> | 40% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 40% |
| <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> | Yes |

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: 2021/22 | | Total fund allocated: £40,087 | | Date Updated: July 2022 | |
|--|--|---|--|---|--|
| Key indicator 1: 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 | | | | | |
| 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?: |
| Develop outdoor area to encourage children to be physically active during break and lunchtimes | | Resurfacing and markings on the KS1 playground – activities in zones KS2 physical equipment replaced Contribution towards KS1 physical equipment replacement (Trim trail) | | £8981.50 £5775.00 £7360.00 £3670 | Greater number of children active during break/lunchtime Replace KS1 Trim Trail |
| Sports coaches to lead lunchtime activities for a range of ages and abilities targeting key groups | | Key groups will be targeted Involve the least active children in a range of sports | | May-July £280 | Targeted children participating in sporting activities Review target groups from baseline fitness assessments, run lunchtime provision all year |
| Provide more children with the chance to access a range of sports outside the school day (quality staffing) | | Employ external sports providers to offer a range of clubs | | £2760 | Children have access to an afterschool club every evening Increase the number of clubs on offer and consider before school clubs |

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| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | |
| 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?: |
| Increase the amount of role models pupils have of peoples in sport to inspire them to become more active. | Purchase books for the 'Sports Hub' for children to find out about new sports they may wish to have a go at or sports role models for them to aspire to be like. Invite the following people: Mike Mullen BMX Champion, Paul Sturges ... to model the importance of healthy lifestyles and raise aspirations | | £550 See below | Children get more understanding of healthy lifestyles. Widen aspirations Continue to invite visitors of different sporting backgrounds and purchase reading literature of possible role models or linked to the children's interests |
| Working with CV Life and Sky Blues in the Community to promote healthy lifestyles | Sessions with targeted classes from CV Life and SBITC. | | £500 | Children have an increased understanding of healthy lifestyles and living. Re-introducing 'One body, one life' to our children and families Participate in the Wasps 'Engage project' |

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| | | | | Improve Maths skills through physical activity |
|--|--|--|--|--|

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

| 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 knowledge, skills and confidence of staff to deliver high quality PE lessons | Half termly upskilling of staff in teaching Gymnastics Sports Coach employed to upskill staff | £2340 £1540 | Staff feel skilled in teaching high quality PE lessons, coach has recognised areas of good practice for staff to share with other staff. | Purchase a new PE scheme which includes supportive videos modelling skills PE Inset on dance Sports coaches upskilling areas not covered for each member of staff this year |

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: |

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|---|---|--------------|--|--|
| <p>Additional achievements:</p> <p>Offer a range of sports taster sessions to widen children's knowledge of sports on offer and help each child find their talent</p> | <p>Organise taster sessions for:</p> <ul style="list-style-type: none"> - BMX - Glow in the dark dodgeball - Archery - Quidditch - Kurling - Basketball | <p>£1733</p> | <p>Children have found interests in sports they haven't experienced before.</p> | <p>Continue to organise taster sessions and other afterschool clubs in sports such as:</p> <ul style="list-style-type: none"> - Cricket - Different styles of dance - Rugby - Trampolining - Yoga - Skateboarding - Scooter programme |
| <p>Children to learn to ride a bike, look after a bike and know how to be safe on the roads when riding outside school</p> | <p>Coventry City Council to run the Bikeability Scheme during the spring term for Year 5</p> | <p>£375</p> | <p>80% achieved Level 2 Cycling Proficiency and 20% Level 1</p> | <p>Offer Bikeability to the new Year 5 class next year</p> |
| <p>Use sports facilities in the local area</p> | <p>Take children to experience sports in the locality:</p> <ul style="list-style-type: none"> - Ice skating - Bowling - Climbing | <p>£718</p> | <p>Children have knowledge of sports they can access in their local area outside school.</p> | <p>Make links with the local secondary school</p> |

| Key indicator 5: Increased participation in competitive sport | | | | |
|---|--|-----------------------------|--|--|
| 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 continue to be part of the School Games Programme | To participate and engage with school games organiser Stuart Davoile (Whitley Abbey Secondary School) who will offer a wide range of sports events | £250 membership £610 | Children have taken part in sports hall athletics, rowing competition, agility tournament. | Continue to engage in the school games programme |
| Take part in inter-school sport competitions | Participate in a range of school network competitions | £140 | Children competed against other Network schools in a range a events. | PE Lead to work with Aspire Network to organise further events |

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| Signed off by | |
| Head Teacher: | Emma White |
| Date: | 25.7.22 |
| Subject Leader: | |
| Date: | |
| Governor: | |
| Date: | |