

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 2021. 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	£0
Total amount allocated for 2020/21	£18640
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18640
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 18640

Swimming Data

Please report on your Swimming Data below.

<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>	
<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 2020.</p> <p>Please see note above</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>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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>	

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: £18640.00		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					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 increase the active minutes offered during unstructured times (ie lunch/break times)	To develop 'Active Lunchtimes' through: Quality training provided to Midday supervisors and apprentice by SSP to develop sporting opportunities including: Positive Lunchtimes, Improving Wet Lunchtimes, Managing Behaviour, Games for Active Lunchtimes Training for Year 5 to be led by SSP enabling them to lead structured play at lunchtimes.		Sports Apprentice wages (% £1750) Part of entitlement through SSP package (% £950)	Lunchtime clubs/activities have taken place over the year led by P.E. apprentice, SSP coaches, lunchtime supervisors and play leaders. Majority of pupils on the playground are accessing active provision and as a result, pupils are being provided with at least 30 minutes of active provision a day. Several of the midday supervisors attended play leader training with the children. This has meant they have been able to help and advise when children have been setting up activities. Storage sheds and equipment have been provided so play leaders and lunchtime supervisors now have access to their own equipment which they can use when delivering their activities	Now that play leaders are fully established they are to continue offering lunchtime activities next academic year on a rota basis. Ensure lunchtimes remain structured. Consider OPAL Primary Programme?
Move to becoming an 'active school'	Purchase equipment and storage shed for use by play leaders and lunchtime supervisors at lunchtimes		£1112		
Raise attainment in swimming to ensure all pupils who leave at the end of KS2 can swim 25 m competently and have an understanding of water safety skills.	Block lessons for Years 3,4,5 and booster sessions for those in Year 6 who still can't swim 25m		Covered by school budget and parent contributions as we could only get 1 block	A block of lessons was offered to Year 4	All year groups to be offered a two week block of swimming next academic year.

Created by:



Supported by:



Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 5%
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>To reward and encourage healthy life choices and promote School values (Resilience, Healthy body and mind, Ambition and reflective) through Sports</p> <p>Facilitate partnership working, arranging opportunities for partners to deliver bespoke programmes</p> <p>Play leaders: Provide training and leadership opportunities to Year 5 pupils.</p> <p>Support playground activities led by Play Leaders</p>	<p>Increase leadership opportunities. Increase opportunities for participation in sport and promote the values of a healthy lifestyle.</p> <p>CPD opportunities to be offered to staff members including; attendance at SSP Primary PE Conference and access to specific CPD courses (cost covered by subscription to SSP)</p> <p>Play leaders to run a programme of activities at break/lunch times on a rota basis</p>	<p>Part of entitlement through SSP package (% £950)</p>	<p>Registers of attendance in clubs shows that we have increased the participation in sports for most groups of pupils. As a result pupils are exposed to opportunities to promote healthy lifestyles.</p>	<p>Look at rewarding positive behaviours, encouraging healthy life choices and promoting School values through Sports Award Trophies provided by SSSP</p> <p>Research ways to record pupils participating and leadership skills. Investigate leadership awards</p> <p>Following on from the success of the Infant schools 'Potted sports' investigate other ways the play leaders can be involved in delivering physical activities to the infants eg lunchtime clubs</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				27%
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>Increased confidence, knowledge and skills of all staff within the school.</p> <p>Monitor the quality of teaching in all year groups through lesson observations and pupil interviews.</p> <p>Develop staff knowledge and skills by offering CPD to staff using coaches from SSP</p>	<p>Monitor the delivery of the new Get Set PE scheme which we have introduced. Continue to ensure that skills and knowledge learned from Get set 4 PE and any CPD are embedded within PE and school Sport Provision</p> <p>Pupil Questionnaire on how the children find P.E. lessons particularly those based on Get Set 4 P.E.</p> <p>Conduct staff interviews/ survey.</p> <p>Purchase necessary equipment required to deliver Get Set 4 P.E. effectively</p> <p>Individual CPD sessions with teachers who feel less confident in teaching P.E.</p> <p>Curricular coaching (Team teaching / Teacher Mentoring)</p>	<p>Get Set 4 PE annual subscription £500</p> <p>Cost of new equipment £1851</p> <p>P.E. apprentice (% £1750)</p> <p>Part of SSP Subscription (% £950)</p>	<p>Get set 4 P.E. is continuing to be delivered in all classes. Teachers are much more confident delivering lessons and are very positive about the scheme as was the School Improvement officer when he visited the school. There have been higher levels of engagement with the children too. Yearly overview has been modified in line with new lessons offered by Get Set 4 PE and to ensure the curriculum is still aligned to develop the fundamental skills and meet the National requirements across all year groups progressively.</p> <p>New P.E. equipment has been purchased as and when necessary so that lessons can be delivered effectively.</p> <p>Staff received CPD during the Summer Term when blocks of lessons were delivered to Year 3 (Athletics), 4 (tennis),5(tennis) by the SSP.</p>	<p>Continue delivering Get set 4 PE. Offer training in how to use it to new staff starting in September and refreshers for anyone else who needs it.</p> <p>Staff will feel more confident delivering these lessons next academic Year. Continue to upskill staff in a variety of sports, to increase variety of opportunities offered in school.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 19%
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 increase the amount of in school physical activities and after school clubs, providing pupils with opportunities to be more active and lead a healthy lifestyle.	<p>Put together a varied programme throughout the year that offer pupils a variety of sporting activities.</p> <p>To widen the choice of providers for quality first experiences.</p> <p>Develop tracking system in place to track children's participation in extracurricular sport.</p> <p>Put together a forest school programme</p> <p>Sports Week</p>	<p>Part of entitlement through SSP package. (% £950)</p> <p>Sports Apprentice (% £1750)</p> <p>£720</p> <p>Gym club - £60</p> <p>Street dance - £150</p>	<p>As a school we have broadened the range of sporting activities including clubs such as: kick boxing, dodgeball, streetdance, yoga, rounders, football, athletics, cricket, cheerleading tang soo do. As a result pupils are provided with a variety of experiences and have widened their experiences of new sports. We have seen an increase in the number of pupils participating in breakfast, lunchtime and after school clubs. Our kick boxing breakfast club was particularly successful. Participation is evidenced through registers and embedded within the curriculum.</p> <p>This year 6 took part in 4 Forest School sessions during the summer term delivered by Onside Coaching. This has had an impact on active learning, health and well-being, cross curricular development and an increase in children's' self-belief, confidence, learning capacity, enthusiasm, communication, problem solving skills and emotional wellbeing.</p> <p>A successful sports week was held in June where children were given the opportunity to participate in various sports such as street dance, gymnastics at the local gym club, volleyball, tennis, skipping as well as a whole school potted sports event. As a</p>	<p>Increased participation of children who have SEMH needs and to provide alternative provision for those who don't engage in traditional Sporting activities and PE lessons. (Identify children through teacher assessments, observations and needs identified by SEN lead).</p> <p>Offer Forest schools to all year groups next academic year.</p>

	<p>Attended a Year 5 and 6 Gifted and Talented Day (G&T).</p>	<p>Part of SSP Package (included in % above)</p>	<p>result some children expressed that they would like to pursue some of these activities further outside of school.</p> <p>The Year 5 Play leaders planned and delivered their own potted sports event at the infant school for all years which was extremely successful and enjoyed by all.</p> <p>Support and opportunities for G&T pupils. Evidenced through invitation letter. Increased G&T provision within school.</p>	<p>Continue to develop G&T provision internally and externally.</p>
--	---	--	--	---

Created by:



YOUTH
SPORT
TRUST

Supported by:



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				28%
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>Increase participation in competitions and tournaments.</p> <p>Develop community links – building school sports teams in order to promote our school values – Resilience, Healthy body and mind, Ambition and reflectiveness</p> <p>To provide every pupil with the opportunity to participate in an inclusive and competitive sports event.</p> <p>To develop a love of sport amongst pupils and engage them in mass participation events aimed at increasing their enjoyment and promoting a healthy lifestyle.</p>	<p>Participation in sports festivals; a specific festival for each year group; Year 3 = Tag Rugby Year 4 = Cricket Year 5 = Athletics Year 6 = Tag Rugby The whole year group attending</p> <p>Develop whole school personal challenge activities.</p>	<p>Part of entitlement through SSP package (% £950)</p> <p>Contribution towards cost of coaches to events £2497</p> <p>Sports apprentice (% £1750)</p>	<p>More opportunities have been offered for children to participate in inter school competitions with the boys rowing team and Year 6 Rounders team progressing to represent Eastern Warwickshire in The Level 3 competitions.</p> <p>Competitions entered this year are Sportshall Athletics (Years 4 and 6), Cross country (Year 6), Football (Years 5/6), Girls Football (Years 4,5,6), rowing (Years 6), Quad kids (Year 4)</p> <p>All children were given opportunity to attend a sports festival specific to their year group organised by the SSP: Year 3 = Tag Rugby Year 4 = Cricket Year 5 = Athletics Year 6 = Tag Rugby</p> <p>During Sports Week all children participated in a whole school potted sports event</p>	Reinstate termly inter house competitions to be run by Sports Leaders

Signed off by			
Head Teacher:	Gemma Webb	Date:	27.7.22
Subject Leader:	Denise Beech	Date:	26.7.22
Governor:	Lorna Smith	Date:	27.7.22