

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](#).



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Details with regard to funding

Please complete the table below.

| | |
|---|----------|
| Total amount carried over from 2019/20 | £ 11,730 |
| Total amount allocated for 2020/21 | £17,782 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £-329 |
| Total amount allocated for 2021/22 | £17,768 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £ 9,850 |

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> | |
| <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> | No swimming has taken place to gather any assessment in the past academic year and to date as a result of Covid-19 restrictions and guidance for schools. |
| <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> | No swimming has taken place to gather any assessment in the past academic year and to date as a result of Covid-19 restrictions and guidance for schools. |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | No swimming has taken place to gather any assessment in the past |

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| | academic year and to date as a result of Covid-19 restrictions and guidance for schools. |
| 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 |

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| <ul style="list-style-type: none"> To ensure all children have to opportunity to be physically active at play and lunchtimes. To implement our own Well-being walk sessions for the whole school to make use of the new well-being track installation Purchase of equipment to enable greater participation and increase opportunities during PE lessons | <ul style="list-style-type: none"> School Play Leaders trained. Middy supervisors to be trained. Provide clubs at lunchtimes. Install playground equipment to compliment installation of outdoor gym. New equipment purchased for playgrounds and midday boxes. All classes to begin 15minutes activity sessions. Classes to have access throughout the day for well-being breaks. Classes to have broader opportunity and all children to have access to appropriate equipment | <p>£300</p> <p>£500</p> <p>£300</p> <p>£500</p> | <ul style="list-style-type: none"> Children more confident leaders of physical activity and can provide for younger children. Children more active with structured sessions at lunchtimes. Children have access to more activities leading to increase physical activity. All children increasing activity levels. Children show a positive response in terms of mental well-being. Children to participate more effectively in lessons and clubs | <p>in-house.</p> <ul style="list-style-type: none"> More activities over break times and trained personnel to train other individuals to maintain sustainability. Promote mental health and well-being with children being able to identify and respond effectively to maintain well-being |
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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:
6%

| Intent | Implementation | | Impact | |
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| 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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| <ul style="list-style-type: none"> To raise the profile of PE and to encourage all children to lead active lifestyles and take part in a range of school sport and extra-curricular activities. Children to understand the importance of being active. Ensure the delivery of PE and sport across the school is of a high quality. Re-establish links with Coventry University Sport and Exercise Science Dept. | <ul style="list-style-type: none"> Promote success and participation across media formats to the wider school community. Celebrate individual and team success by sharing of trophies and awards in celebration assemblies. Continue to develop partnerships with local clubs and agencies like Fillongley CC, Wasps RFC, Coventry City FC, Coventry Blaze Ice Hockey and Coventry University. Provide access to family food and fitness sessions. Create intra-house sports competitions and provide a school dance show in partnership with Embody. Provide opportunities for CPD and team teaching for staff in collaboration with external providers. Coventry University S&ES Dept. to introduce and aid in the running of physical literacy sessions for KS1 Coventry University S&ES Dept. to allow access and visits to labs and facilities for | <p>£300</p> <p>£500</p> <p>£250</p> | <ul style="list-style-type: none"> Parents and family will be able to celebrate success with all children creating an ethos of willingness to participate. Children will have access to wider opportunities to participate in sports. Children have worked with Wasps, Fillongley and the Chance to Shine cricket festivals to participate in competitive sport. Children have opportunities to attend professional sporting fixtures and events. Children have had question and answer sessions with professional athletes including sprinters, Ice-Hockey players and footballers. Staff training will enable teaching staff to deliver higher quality PE providing an ethos of enjoyment of sport. Children aware of their base skill levels and how they could improve them in the future. Children to see how sport can develop skills and health and well-being in | <ul style="list-style-type: none"> Maintained through webmaster and celebration assemblies. Further development of links bring wider opportunities and potential funding. Look for other partnerships and links with other local clubs. Look in to ways children can participate in major sporting events locally for example mascot opportunities. Continue to provide CPD opportunities for staff so we can deliver high quality opportunities in a sustainable way. |
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| | KS2 to enthuse children. | | all aspects of life. | |
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:
6.75%

| 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"> Range of planning schemes available to all staff. Continue to monitor use and relevance. PE coordinator will monitor teaching of PE across the school and external agencies to ensure relevant objectives being met. All teacher will consistently use Target Tracker to assess children's progress. Opportunities for CPD and training for all staff yearly. Insets for Gymnastic refresher to be completed. Teachers to | <ul style="list-style-type: none"> Planning schemes and lesson ideas available. PE coordinator to observe lessons across both Key Stages once a term. PE coordinator to check termly updates being made. Bring in qualified instructors and experienced leads in curriculum areas to work | <p>£250</p> <p>£200</p> <p>£500</p> | <ul style="list-style-type: none"> Teacher will deliver well-planned and appropriate lessons with differentiated activities and clear objectives and outcomes. Teacher will be given feedback to ensure lessons are of a suitable quality and pitch. Children making little progression can be identified and targeted in lessons, those doing well can be directed in to other avenues within sport. Children will have access to high quality PE lessons and | <ul style="list-style-type: none"> Planning tools will be used and reviewed each year and updated when necessary. To be done each term. Tracked through school's subscription to assessment tool. Trained teaching staff will increase in |

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| <p>work with agencies working in school to team teach to increase confidence in areas of the curriculum.</p> <ul style="list-style-type: none"> PE coordinator to attend relevant conferences to be abreast of current thinking in the subject area. | <p>with staff to increase confidence in delivery.</p> <ul style="list-style-type: none"> Search for and attend relevant conferences. | £250 | <p>sports sessions lead by confident and qualified staff.</p> <ul style="list-style-type: none"> PE coordinator to pass on knowledge of best practises within the subject to enable the delivery of high quality PE. | <p>confidence delivering PE lessons and will only need updates in the future.</p> <ul style="list-style-type: none"> Passing on of knowledge allows for sustainability of good quality delivery across the school. |
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 20%

| Intent | Implementation | | Impact | |
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| 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>Additional achievements:</p> <ul style="list-style-type: none"> Participation in local competitions and inclusive sporting events, Extend the range of activities and opportunities for the children. | <ul style="list-style-type: none"> PP children to have clubs specifically put on to increase their participation. PP and SEND to be targeted again. Children have access to indoor bowls, table tennis, boxercise and archery within school. Introduce indoor curling before school club. Continue to attend festivals like Ultimate Frisbee. | <p>£750</p> <p>£300</p> | <ul style="list-style-type: none"> PP children have had opportunities to attend clubs at a reduced or no cost to increase participation. Children have had opportunities to attend and develop skills and knowledge of less mainstream sports. | <ul style="list-style-type: none"> To continue to encourage participation among disadvantaged groups. Maintain level of clubs offered to children throughout the course of a year. |

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| <ul style="list-style-type: none"> To provide all children with an 'experience' each term. | <ul style="list-style-type: none"> Children will be able to access and attend a new experience each term. For example, mobile climbing wall or other adventurous activity | <p>£2500</p> | <ul style="list-style-type: none"> Children will have the opportunity to participate in more obscure activities to drive their passion for sport and activity. | <ul style="list-style-type: none"> Encourage children to maintain a healthy lifestyle and be active. Children can develop a love for playing sport in to adulthood |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|---|------------------------------|--|--|
| | | | | 5.3% |
| 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"> To implement intra-house competitions throughout the course of the year linked to the implementation of new house structure within school. Continue to arrange competition and matches with cluster schools and schools in the locality. To attend a number of competitions arranged by local cluster schools. To attend national competitions and festivals. | <ul style="list-style-type: none"> Arrange an intra-house sporting competition each term leading to sports day at the end of the year. Arrange one off or mini tournaments, home and away, with local schools where collaborative links have already been made and strengthened. Provide transport where necessary to attend events and festivals. | £250 £200 £500 | <ul style="list-style-type: none"> Children to compete across their key stage in competition with the aim of celebrating success. Increased participation across the school. Increased profile of PE across the school. Increased enjoyment, confidence and self-esteem of the pupils in competitive sport. Children having access to competitive fixtures. More children wanting to participate in competitive sport. | <ul style="list-style-type: none"> Competitions to be led by all members of staff regularly in conjunction with new houses. Maintain links with cluster schools and cluster agencies to know when competitions are taking place to attend yearly. Celebrate success and participation to maintain interest of pupils for future competitions. |

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| Signed off by | |
| Head Teacher: | |
| Date: | |

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| Subject Leader: | E Rathbone |
| Date: | 15/12/21 |
| Governor: | |
| Date: | |