Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021

Commissioned by the Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

It is important that your grant is used effectively and based on school need. The Education Inspection Framework (Ofsted 2019 p64) 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 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
- 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 by the end of the summer term or by **31st July 2021** 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 2021. To see an example of how to complete the table please click HERE.

Created by: association for Physical Education YOUTH SPORT TRUST

Supported by: SPORT ENGLAND LOTTERY FUNDED Active Partnerships

Meeting national curriculum requirements for swimming and water safety. 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 transfer to the pool when school swimming restarts.	
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.	92%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	79%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	53%
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?	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: 2023/24	**Total fund allocated: £18,493** **Carry forward £35,761**	**Total Expenditure £42,741**	
Key indicator 1: The engagement of all 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 dopupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Pupils engaging with the PE curriculum and additional opportunities for active learning Pupils understanding how to lead an active and healthy lifestyle All pupils having access to free after school sports provision Pupils becoming more active during playtimes and after school	• Ensure lessons develop skills appropriately and engage all pupils. • Staff upskilled by working alongside trained coaches. • Pupils to attend school in their PE kits • Staff using PE Hub to plan, evaluate and assess teaching • Free after school clubs provided to broaden range of sporting opportunities • Pupils encouraged to use the track for increased activity during breaktimes (when field is inaccessible) • Improve the range of equipment available at break and lunchtimes • Re design areas of the playground	£14,240 £19,191	All children engage in up to 2 hrs physical activity per week. Pupils attending school in their PE kits significantly increases the time spent on PE skills etc. (no time wasted in getting changed) Staff working alongside coaches ensures lessons are well structured and accessible to all. Children make good use of the track, especially girls who like to walk and talk. In turn, the playground is less busy enabling the use of equipment when the field is out of use Traverse wall and markings have increased the interest and level of physical activity. Small groups are	Strategies for pupils with high needs (EHCP)

Pupils making healthy choices about how they get to school	to support active game zones and physicality • Train and deploy Sports Leaders to develop team games and skills for KS1 pupils • Sports coaches to provide additional lunchtime sporting activities • School to facilitate the Bronze Cycling Proficiency award for year 5/6 pupils	£288	observed using the areas to support their play An increase in the number of children who use a bike to come to school	Walk to school initiatives

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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 dopupils now know and what can they now do? What has changed?	Sustainability and suggestednext steps:
Opportunities to meet sports people and watch elite sport to understand and relate to the growth mind-set approach that successful individuals use to achieve To raise the profile of sporting achievements – certificates and medals within weekly assemblies Also sharing with peers the activities that are available in the community. Improve behaviour by developing pupil understanding of the link	• Use local sporting organisations – Coventry City football club, Warwickshire cricket and Old Coventrians rugby club to engage with pupils • Share successes, engagement in sporting activities by both pupils and staff • Take part in the inter school competitions – cross country, football, tag rugby, athletics and multi sports		Children continue to link and understand the key skills that support achievement both in sport and the classroom	Further develop network sporting opportunities

between physical activity and mood. Teaching how physical activity can support our whole school work on the Zones of Regulation	• Pupils learn about identifying and naming their personal mood at different times throughout the day. Learn strategies to improve mood i.e. walking outside			

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
All teachers to be confident in teaching all aspects of the PE curriculum and confident in adapting lessons for all learners. Continue work with Royal Ballet and Opera to develop dance skills Train upper KS2 pupils to undertake the role of Sports Leaders to support KS1 children take part in planned activities at lunchtimes	• PE hub resource supporting staff with skills development and lesson planning. • CPD provided by RBO • Six training days provided across the year to build on skills and evaluate	£2,653 £500 £900	Teachers have a greater confidence in the sequence of teaching skills and awareness of what has been covered in previous year groups. KS1 pupils actively engaged in planned activities with Sports leaders	Allocate a specific DRA to support with organising resources
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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	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:

consolidate through practice:				
Clubs offer a range of 'new' sports and taster sessions Top up swimming provided to ensure maximum number of pupils meeting the national expectation.	• Create opportunities for experiencing a wider range of sports/physical activities through visits and visitors • Sports such as archery, ultimate Frisbee and basketball introduced • Increase range of physical activity through the broader curriculum – including the planned over night and residential experiences •	£1,969 £2,500	School purchased archery and boules equipment to add diversity to the sports traditionally taught. Use of thematic days have developed access to more creative physical activities such as dance. Dol-Y-Moch and overnight camping activities gave pupils experience of climbing, hiking, orienteering	

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:
Children engaged in internal and external sporting competitions	Liaise with Network to plan for sports events throughout the year Coventry Sports Association subscription	£500	Competitions/events children have accessed this year. Network competitions successfully run between local schools Pupils proud to represent the school. • Year 5/6 netball • KS2 girls and boys football • Rounders club and tournament • Cross country • Multi sports • Athletics • Tag rugby • Basketball • Cricket • Inclusive sports event - Howes	

Signed off by	
Head Teacher:	Mrs I Rose
Subject Leader:	Mrs L Savage
Governor:	Mrs T Sarjeant