

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 | £ 680.61 |
| Total amount allocated for 2020/21 | £ 26,220 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £13,994 |
| Total amount allocated for 2021/22 | £26,220 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £39,633 |

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 2021.</p> | 51% This cohort of children had swimming lessons in Year 4 but were part way through their course when the schools locked down due to the COVID pandemic. They then had top up in Year 6 |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> | 51% |
| <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> | 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: £39,633 | | Date Updated: July 2022 | |
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| 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: 12% |
| 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: |
| New equipment to support inclusive sport and to be used for the improvement of fundamental skills. | Our focus this year is to have sport clubs for all children. We are also focusing on core and basic fundamental skills of movement as we have recognised this as a next step from observations of children during PE and outcomes of competitions from previous years. We will also run groups for children with special needs in order to improve the confidence and basic skills for all levels and abilities. | | £226 | All groups have been selected and some have started working with the sport team in interventions and lunchtimes. We have no measurements of impact yet, however we have pre-intervention scores to measure against when the groups have completed. Ongoing issues due to COVID19 and absence rates | Equipment can be used each year to target specific groups of children. Data must continue to be collect in order to select the correct groupings. |
| To increase the well-being of children physically and mentally from the results of previous lock-downs by having them work with specialist coaches who engage them in PE and sports | Children to have sessions with coach to build self-esteem, confidence and fitness levels. To involved them in physical exercise and small group work shops to engage them into movement | | funding allocated – part of the £14000 below | All groups started working with the sport team in interventions and lunchtimes. We have no measurements of impact yet, however we have pre-intervention scores to measure against when the groups have completed. | Children to have impact reports completed. Children more likely now to use physical activity as a release and take part outside of school. |

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| All children to be engaged in all PE lessons all of the time | <p>Actions taken to support children who do not have a kit in school – spare kit is provided for the children in school.</p> <p>Send home a letter to parents regarding kit if children do not have one but also offer support to get a kit.</p> <p>There is spare kit available in each year group.</p> <p>Children who are unable to take part due to injury or illness will be given different jobs – e.g. umpire / referee / scoring / time keeping or awarding phoenix points / stickers to children who demonstrate the school games values / school values or they can take photos.</p> | | <p>All children actively participating in all PE lessons in school.</p> <p>PE kit provided for children where necessary.</p> <p>Pastoral support for families where identified as having a financial need.</p> | <p>Continue to replace the kit where necessary.</p> <p>Identify children who do not have a kit and provide one for them where necessary</p> <p>Ensure clipboards, cameras, score sheets, stop watches etc are always available for children who are not actively taking part.</p> <p>All staff understand the importance of all children participating in school PE lessons</p> |
| Top up swimming for children in Year 5 and 6 who missed out due to the pandemic | <p>Using the funding to take Year 5 swimming for a term as top up as they missed out due to the COVID pandemic. – costs for the coach and the sessions.</p> <p>Also top up sessions for Year 6 children who have not met the target</p> | £1620 + £560 | <p>More children have now met the national curriculum targets in Year 5 and 6.</p> <p>All children in Year 5 and 6 have been swimming this year as top up swimming due to them missing out because of the COVID pandemic</p> | <p>Continue to use sports premium funding to top up swimming for those children who need it.</p> |
| To encourage parents and children to actively travel to school and leave the car at home. | <p>Engage in GoParks activities and promote across the school.</p> <p>Invest in additional bike and scooter pods across the school</p> <p>Work with Travel Tracker to incentivise children</p> | £2343 | <p>More children are actively travelling to school and engaging in more physical activity</p> | <p>Continue to promote this across the school</p> |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | <p>Percentage of total allocation:</p> <p>8%</p> |
| 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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| To develop Sport Leaders and to have kit for Sport Leaders to promote young children leading physical activities. | The Sport team is able to use the learning pack to train children in KS2 to become Sport Leaders so they are able to support in running and engagement of sport | £139.60 | So far the sports leaders have shown excellent leadership skills within their own PE lessons, running small warm up groups and setting up equipment. They have also supported on sports days – running events, setting up and resetting equipment and doing demonstrations. They have attended competitions with our younger children to support them. | Continue to use the Sport Leaders to support other Year groups- they will be able to push G&T children and also support children with SEND. Sports leaders will do demonstrate how to use the PE/sport and play equipment on the playground and play with the children. They will make demonstration videos for the staff and children to use. |
| To promote sports and physical activities at playtimes and lunchtimes by providing children with equipment and teaching them how to use it effectively | Provide a wide range of play equipment for playtimes and lunchtime to promote physical activity, play and sports values. Equipment to be age specific. Sports leaders to train children on how to use the equipment Games cards to be developed to encourage good use of the equipment. | £3,000 | The impact has not been shown yet as we have not launched this with the children but the sports leaders will be introducing this to the children and making cards and videos to accompany the equipment and then demonstrate how to use it by playing with the children in September. | Continue to replace the equipment where necessary and train the sports leaders to lead on this on the playgrounds |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| | | | | 50% |
| 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: |
| School Games Organiser to work alongside PE team to create action plan and support spending of Sport Premium money. | Each member of the Sport team to have ½ termly meetings with PE lead. In these plans there will be a number of targets to ensure children are gaining from have a sport team. There is also a Sport action plan for the whole school which includes the | £1000 – to cover sports team | A stronger PE team has been formed. Action planning is in place. More children are being positively impacted by the sports team. | The team are strong and have had good training. A new PE lead – TLR – is in post for September to take this forward. |

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| <p>Mark Bowerman- PE specialist to work with 3 class teachers over the Autumn 2 Term in order to support teaching of PE and breakdown of basic fundamental skills.</p> <p>To upskill PE staff (OA,CS) by working with a mentor (Mark Bowerman). Staff to team teach lessons and plan lessons alongside mentor in order to learn and improve their PE teaching skills</p> <p>This will enable our PE staff to teach PE lessons which show the breakdown of skills and focus on basic fundamental skills with slow progression. PE staff will also teach with more knowledge, confidence and ability to differentiate.</p> | <p>spending of the Sport premium money.</p> <p>MB will support and teach with class teachers during their PE lessons in order to increase their knowledge and confidence once a week</p> <p>Once a week each member of staff (OA and CS) will take a PE lesson. Some lessons the mentor will teach, some will be team taught and some Wyken Staff will teach. Observations took place at the start and at the end of the 7 week term to show progress.</p> | <p>£5040</p> <p>£14,000 – costs used for sports staff to run curriculum and extra curricular sports, enhance their knowledge through CPD, enhance teachers knowledge and skills</p> | <p>Evidence from lesson observations that the children have made huge improvements but also the teachers delivery and confidence in delivery of PE has really improved.</p> | <p>Mark will continue with this in the Autumn Term of 2022-2023 – moving onto the next year group</p> |
| <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> | | | | <p>Percentage of total allocation: 29%</p> |
| <p>Intent</p> | <p>Implementation</p> | | <p>Impact</p> | |
| <p>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:</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> | <p>Funding allocated:</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> | <p>Sustainability and suggested next steps:</p> |

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| <p>Lunchtime target groups. Specialist staff to work with specific groups during lunchtime. Groups targeted: G&T, SEN, Girls, Behavioural needs</p> | <p>Over the autumn term, a specialist sport coach will attend lunchtimes 5x week to work with specific groups, run competitions and teach different skills to give different groups of children the opportunity to participate in sport and encourage them to continue to be involved in sport outside school.</p> | <p>£11,705</p> | <p>Reduced behaviour incidents at lunchtime due to more children being involved in sports led by the specialists. Children have commented that they prefer lunchtimes when the sports leaders are there as they feel more engaged in sports and it 'works better as we have a referee', plus the children who are not playing the sports have more space to play without being hit by a ball (pupil voice)</p> | <p>Upskill other staff to also be able to engage children in sports and games. Increase this for more children – now that COVID restrictions are not in place we should be able to mix year groups more to enable more groups of children to play.</p> |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 7% |
| 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: |
| Working with CV life and School Games Coventry, take part in a wide range of competitions against other schools in the city. These fall into 3 categories: Engage, Develop and Compete and each style is aimed at different groups pf children across the school | The PE team will ensure that WC are taking part in all events possible, ensuring that we engage as many children as possible in the events from across the school. Sports leaders will be involved in supporting the events. Minibuses will be used to transport the children Risk assessments will be written for each event | £2500 – cover £250 + mini bus petrol | Events were attended by a good number of children across the school. Girls and boys rugby teams got to the final. The rounders team came second. The school achieved the School Games Gold Award. Children were identified as talented and directed to other clubs in the city to pursue their sports. | Continue to engage with all of the school games activities across the city and continue to identify gifted children and redirect them to other clubs to ensure their talent is recognised and worked on. |

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| Signed off by | |
| Head Teacher: | |
| Date: | July 2022 |
| Subject Leader: | J Mclean |
| Date: | July 2022 |
| Governor: | |
| Date: | |