

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](https://www.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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£0
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£20,000

Swimming Data

Please report on your Swimming Data below.

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 then transfer to the pool when school swimming restarts. 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	
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 2024. Please see note above	95%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	85%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70%
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

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:	Date Updated:	
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: %
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:
Pupils to have minimum 1.5 hours of PE per week with additional opportunities for active learning	Increased number of PE lessons – every child has two PE lessons per week. Staff upskilled and confident to teach. PE Hub to plan and monitor.	£525	Activity of all pupils tracked. Pupils participating in less than 1 hour of additional sport have been offered club places at school. Active lunches maintained and pupils are able to walk faster to the park. They have benefited from additional tennis opportunities. More sport and activities have been set up at lunchtime including coach-led football,	Maintain minimum of 1.5 per week and identify further opportunities for structured active learning.
Pupils to take part in regular sport/activity – minimum of 1 hour per week.	Track physical activity of all pupils including extra-curricular activity. Provide extra-curricular sport opportunities at school for pupils who are least active out of school.	£2000		Continue to monitor extra-curricular sport for all pupils and identify additional clubs to attract more pupils.
Pupils to have opportunities for active lunch breaks which include structured activities. Pupils to make effective use of local parks to be more active in school time and to promote activity out of school time.	Twice weekly active lunches at Spencer Park – Year 5 and 6. This includes fast-paced 10 minute walk to the park and back (total 20 minutes walk; 20 minutes physical activity in green space, including structured activities such as tennis)	£900		Continue to provide active lunches and provide additional equipment so that pupils can set up activities such as golf.

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Pupils able to self-initiate games and activities at lunchtimes and break times	Structured lunchtime activity programme – led by sport engagement lead. Lunchtime supervisors and Changemakers to be trained in delivery. Additional lunchtime sport to be provided by external coaches. Pupil voice to review and implement new activities.	£2400	table tennis, basketball and parachute games.	Have a timetable of different daily sports to encourage pupils to try a wider range of activities, including Ultimate Frisbee.
Ensure that disadvantaged and vulnerable pupils have additional opportunities to be more active.	Through Opening School Facilities scheme provide free clubs after school and at the weekend.		Many pupils have taken advantage of the OSF programme and we have had a very positive external assessment of our programme.	Continue to provide opportunities and increase sustainability eg through the use of parent activators.
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 do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
School Games Silver Mark achieved	Sport engagement lead to work with SGO to ensure all criteria for SG Silver Mark are achieved. Complete heatmap to measure activity across the school and implement changes as necessary.	£2000 (staffing)	School is operating at above Silver Mark but we were unable to apply for accreditation this year.	Priority to apply for accreditation next year with increased focus on Gold Award.
Commonwealth Games legacy programme – to continue to embed and develop Changemaker programme with a focus on Paris 2024	Work with Commonwealth Changemaker schools in Coventry and France to improve pupil sport leadership and to engage less active pupils in sport and activity	£2000 (staffing)	Continued partnership work with 4 schools – primary, secondary special.	Use pupil voice to learn what elite sport pupils would like to watch. Ensure opportunities for watching inclusive sport and women's sport.

Use the Paris 2024 Games as a tool to motivate and engage children in sport and activity	Work with partner schools in Coventry and France to plan and implement a range of activities, including a school visit to France.	£1000 (staffing)	Visit to France to see the preparations for the Olympics and Paralympics. Pupils also worked with a school in France culminating in a pupil Olympics/Paralympics Day. Pupils attended a range of elite sporting events including women's tennis.	Continue to collaborate on sports initiatives as a cluster.
Opportunities to watch elite sport to raise aspirations and to increase interest in sport.	Work with sports organisations to take pupils to events such as RLWC; women's football and tennis.	£500 (access) £500 (transport)	Pupils attended a range of elite sporting events including women's tennis.	More opportunities to watch elite sport and meet elite sports people.
Development of pupil sport leadership	External coach to provide coaching to ensure that the majority of pupils are able to lead small group warm-ups.	£300	Pupils also had the opportunity to work in school with three Paralympians, including Libby Clegg.	

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 all areas of PE curriculum	PE Hub to support staff Expert coaching support in specified areas	£525 (PE hub subscription)	Staff have reported that they feel increasingly confident to deliver high quality PE lessons. Staff have had expert coaching sessions, including in Hado.	Continue to monitor staff confidence and offer opportunities for further CPD.
Continue programme to develop dance teaching through Ascension Dance programme	Five KS2 teachers to attend dance CPD in September 2022. This is to be followed on by parkour-style dance in KS2 in Autumn 2 for all classes with a focus on resilience and collaboration.	£500	Teachers attended parkour-style dance CPD and incorporated the training into their PE lessons.	Continue to focus on sport and activity as a means of building resilience and team spirit.
Inclusive sport CPD	All staff to attend CPD to develop	£700	Staff have had limited CPD in this	This will be a priority area for

	confidence and expertise in teaching PE to pupils with SEND.		area due to time restraints.	next year.
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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 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 pupils to try at least one new sport this year.	New sports to include boxercise, badminton and parkour.	£500	All pupils have tried at least one new sport this year including hado, kurling, boccia, archery, parkour and golf.	Use student voice to review sport on offer and continue to introduce new sports.
Club offer to include sports not previously offered. Pupils to be engaged in selection of sport offer.	Clubs run by sport engagement lead to include golf and a variety of sports that are new to the school including parkour and ultimate frisbee. Additional clubs led by outside providers to include girls' football and Indian dance.	£1000	Club offer has increased and has included intergenerational gardening supported by ThinkActive, parkour and archery.	
Swimming – ensure that all pupils can meet the national expectation of swimming 25m unaided and use a range of strokes.	Swimming lessons to be provided for Year 4 pupils in block in summer term. Walk to and from swimming pools to ensure further activity. Assessment in Autumn term for all	£750 (top-up for Year 6 not meeting minimum requirements)	Swimming has been successful this year. By teaching swimming in a two-week block, we have seen greater progress than previously. The intensive top-up swimming for	Continue to offer swimming in this format. We will identify Year 6 pupils who need top-up lessons. We will Year 4 swimming in the

Implement Year 2 of Opening School Facilities programme to ensure wide range of opportunities.	Year 6 pupils. Pupils unable to swim 25m to be offered additional lessons. Programme to include boxing and parkour-style dance. See OSF action plan.		Year 6 was successful with majority of pupils now able to swim up to 25m. OSF successful and we were awarded year 3 funding.	summer term. We will sign post further swimming opportunities for families.
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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:
Full participation in School Games tournaments.	Sport engagement lead to liaise with SGO to plan participation from all year groups.Sport engagement lead to prepare pupils for tournaments at after school clubs. Sport engagement lead to take pupils to tournaments. PE hub tool to track participation.	£2400 (staffing) £500 (subscription) £1000 (transport)	We entered 90% of School Games tournaments and we participated in a range of other tournaments including girls football. We ensured that our most vulnerable and least active pupils had opportunities to participate in School Games events. They have reported greater enjoyment of sport, including rowing. We have started intra sport events and will continue to build on this.	Continue to participate in all School Games competition where possible. Run clubs to prepare children for participation.
Annual schedule of intra sport competitions – all pupils to participate in minimum of two competitions per year.	Sport engagement lead to plan yearly timetable for intrasport competitions.			