

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 2020/21	£0
Total amount allocated for 2020/21	£0
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£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 2022. Please see note above	85%
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	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75%
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: 2022/23		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 1.5 hours of PE per week	Increased number of PE lessons – every child has two PE lessons per week. Staff upskilled and confident to teach. PE Hub	£525	All pupils have two PE lessons per week ensuring coverage of curriculum. Pupils have had regular indoor and outdoor PE ensuring good progress has been made. Staff confident to deliver using PE hub support.	Maintain two weekly lessons – indoor and outdoor PE. Increase PE through planned active learning across the curriculum. Staff to access specialist CPD in areas where they would like to improve their teaching further.
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)	£2100	Year 5 and 6 have had additional active time through active lunches and this has improved levels of fitness and wellbeing.	Continue to have weekly active lunch sessions for Years 5 and 6. Include more opportunities for structured activity including tennis.
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.	£3000	Lunchtime supervisors more confident at delivering structured active sessions. Pupils are starting to take responsibility for own active lunches for example skipping activities, table tennis.	Provide further training to lunchtime supervisors to increase range of lunchtime activities. Engage additional support from sports coaches. Review active options at lunchtimes.
				Percentage of total allocation:

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				%
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.	£1000 (staffing)	School met criteria for silver award through participation in over 90% of school games competitions. Award not applied for.	Continued participation in SchoolGames. Ensure heatmap is completed and used to develop sport options. Apply for Silver Mark in July 2024.
Commonwealth Games legacy programme – to embed and develop Changemaker programme	Work with Commonwealth Changemaker schools in Coventry and Zambia to improve pupil sport leadership and to engage less active pupils in sport and activity	£2000 (staffing)	Changemaker programme continued and developed. Pupil changemakers more confident at delivering sport and activity to peers.	Work with Youth Sport Trust to develop Changemaker programme further with a focus on Paris 2024 Olympic/Paralympic Games.
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.	£1000 (staffing) £1000 (access) £500 (transport)	Pupils had opportunities to watch elite sport including Coventry United Women's Football and Wimbledon tennis championships. This has raised aspirations and interest in sport.	Use pupil voice to learn what elite sport pupils would like to watch. Ensure opportunities for watching inclusive sport and women's sport.

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)	All teachers have reported increased levels of confidence in delivering PE curriculum, especially in new areas such as archery and kurling.	Continue to use PE hub including new functionality. Staff to have additional personalised CPD opportunities.
Continue programme to develop dance teaching through Royal Opera House Create and Dance programme	All KS2 teachers to attend dance CPD in September 2022. This is to be followed on by dance in KS2 in Autumn 2 for all classes.	£500	All KS2 staff have increased levels of confidence in teaching dance curriculum resulting in pupils making better progress in dance.	Further opportunities with Ascension Dance to. Develop staff confidence in delivering parkour style dance with a focus on improving mental health for pupils.
Inclusive sport CPD	All staff to attend CPD to develop confidence and expertise in teaching PE to pupils with SEND.	£500	This was achieved through lesson guidance from PE hub. This will be a focus in 23-24.	Whole school CPD on inclusive PE.
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 two new sports this year. Club offer to include sports not previously offered. Pupils to be engaged in selection of sport offer.	Change in curriculum to include boccia, New Age Curling and golf. Clubs run by sport engagement lead to include golf and a variety of sports that are new to the school.	£360 (New Age Kurling) £1250 (Golf)	Pupils have reported higher levels of engagement in sport through range of new activities including archery, golf, new age kurling, table tennis and boccia.	Continue to offer sports that were introduced last year and review any additional sports that can be introduced. Focus on Olympic/Paralympic sports. Continue participation in Opening School Facilities and

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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. Annual schedule of intra sport competitions – all pupils to participate in minimum of two competitions per year.	Sport engagement lead to liaise with SGO to plan participation from all year groups. Sport engagement lead to prepare pupils for tournaments. Sport engagement lead to take pupils to tournaments. Sport engagement lead to plan yearly timetable for intrasport competitions.	£2400 (staffing) £500 (subscription) £1000 (transport)	Full participation in School Games ensuring that the majority of pupils have accessed competitive sport.	Continue to participate in School Games. Use PE Hub to track participation. Use sports clubs to prepare pupils for competitions. Plan timetable for intrasport competitions linked to new House teams system.