

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised July 2021

Commissioned by



Department for Education

Created by





It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

 $Please visit \underline{gov.uk} for the revised Df Eguidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. Df Een courages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium. \\$

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to <u>publish details</u> 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.**

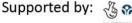
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click <u>HERE</u>.

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Details with regard to funding Please complete the table below.

| Tatal are such as wis discount rate as 2010/20 | 00 |
|---|--------|
| Total amount carried over from 2019/20 | £0 |
| Total amount allocated for 2020/21 | £18650 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £0 |
| Total amount allocated for 2021/22 | £18700 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £18700 |

Swimming Data

Please report on your Swimming Data below.

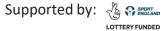
| Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances 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 | Children have been unable to take part in swimming lessons since the first lockdown in March 2020. School records are therefore not up to date. Lessons restarted in the autumn term 2021. |
|--|--|
| 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 2020. 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 | 95% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 95% |
| 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- swimming lessons for two year groups throughout the year |















Action Plan and Budget Tracking

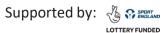
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

| Academic Year: 2021/22 | Total fund allocated: Date Updated: | | | |
|---|--|--------------------|--|---|
| Key indicator 1: The engagement of <u>a</u> | Percentage of total allocation: | | | |
| primary school pupils undertake at le | east 30 minutes of physical activity a c | day in school | | £14600 78% |
| 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: |
| The engagement of all pupils in regular physical activity kick-starting healthy active lifestyles | All children have 2 hours of physical activity that includes: weekly swimming lessons (except year 6), weekly PE sessions Marathon Kids | £7500 £350 | Following return to school during lockdowns, the children needed to be motivated to become more active, these initiatives supported this objective | |
| | Action mats purchased | £1000 | | |
| Children are able to access high quality play and sport resources throughout lunch time break | Purchase of new equipment for use at lunchtime. Introduction of Opal playtimes | £1000 £4750 | Children are active during their lunch breaks | Ongoing replenishing of resources Ongoing resources to support |
| | | | | breaktimes/Opal playtime Monitoring impact of Opal playtimes on children's well being and breaktime experiences |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | • | £700 3.7% |







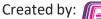






| Intent | Implementation | | Impact | |
|---|---|--|---|---|
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| including both diet and regular exercise. | New PSHE scheme in place- Jigsaw. Monitor whether additional resources required. Recovery curriculum being followed through this programme – Covid linked Information about healthy lunches promoted with families | £500 | Unable to carry out after school club, so ran virtual sessions with | · · · · · · · · · · · · · · · · · · · |
| | | | target classes instead. Children were able to reflect on how they could improve their lifestyle | |
| Pupils are aware of sporting activities and achievements across the school | Sports noticeboard regularly updated with photographs and results. All participants in sporting fixtures receive a certificate of participation. School newsletter and school website carries regular slot of our achievements. | £200 for resources and staffing to organise. | of our sporting achievements. | Access to local secondary school minibus to help with transport to competitions |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | Percentage of total allocation: | |
|---|---------------------------|---------|---------------------------------|------------------------------|
| | | | | £2700 14.4% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |















| what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | achieve are linked to your intentions: | allocated: | pupils now know and what can they now do? What has changed?: | next steps: |
|---|--|--|--|--|
| Ensure all staff are confident in teaching and delivering high quality PE resulting in higher quality learning | confidence and knowledge in the | Subject leader release time £600 Staff CPD and release time £600 £1500 | confident in delivering the PE curriculum for their class. | Review results to determine further CPD required PE subject leader to review school's assessment procedures to ensure that children are making good progress in the development of a range of PE skills and children have the opportunity to build on and develop skills. |
| Key indicator 4: Broader experience o | | red to all pupils | | Percentage of total allocation: |
| | | | | £500 2.6% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about Created by: Physical Partnerships Partnerships | TRUCT | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has | Sustainability and suggested next steps: |

| what they need to learn and to consolidate through practice: | | | changed?: | |
|--|---|------|--|---|
| Introduce all pupils to a range of alternative sports. | PE subject leader to review long term plan for PE provision to ensure children have the opportunity to take part in all elements of the PE curriculum Links with Coventry Blaze WASPS Rugby KS1 sports celebration Onside Sports – Specific sport after school club | £500 | talking part in sporting activities Feedback from children regarding which other sporting activities they would like to have the opportunity to take part in. | Subject leader to review plan to ensure coverage and a range of experiences are offered to children. Introduce new after school clubs: Dodgeball Rounders |













| Key indicator 5: Increased participat | ion in competitive sport | | | Percentage of total allocation: |
|---|---|--|--|--|
| | | | | £200 1% |
| 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: |
| Continue to develop the children's nvolvement in local sport cournaments by increasing the number and variety of sports and varying the pupils who compete. | Calendar of activities throughout the year- depending on Covid guidance: Inter house sporting tournaments Cross country races Indoor athletics competition against local schools Netball matches Football matches Swimming gala against local schools Competitions organised by Central Warwickshire School Sports Partnership Take part in interschool sporting tournaments throughout the | Entrance fees and transport £200 | Due to Covid restrictions we were limited to the range of tournaments and competitions that we could take part in for a large amount of the year. Children had the opportunity to take part in some virtual competitions instead. Year 6 children had the opportunity to take part in a netball and hockey workshop and tournament at Warwick School | Opportunity to use Southam College minibus to transport children to competitions. Calendar of activities to be put together by PE subject leader. |













| Signed off by | |
|-----------------|----------------|
| Head Teacher: | Emma Longworth |
| Date: | 20-7-22 |
| Subject Leader: | Natasha Gill |
| Date: | 20-7-22 |
| Governor: | Nicola Lester |
| Date: | 20-7-22 |











