

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 2021. 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 2019/20	£0
Total amount allocated for 2020/21	£21,370
How much (if any) do you intend to carry over from this total fund into 2021/22?	£326
Total amount allocated for 2021/22	£19,490
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,490

Swimming Data

Please report on your Swimming Data below.

<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> <p>Please see note above</p>	35%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	25%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	55%
<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>	No

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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: £19,490		Date Updated: July 2022	
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: 25%
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:
<ul style="list-style-type: none"> Ensure all children receive 2 hours of PE curriculum each week. CV life staff have been in school to deliver lunchtime clubs, across a variety of sports, to different year groups 5 days per week. Active Maths sessions have continued to be included on class timetables two or three times per week. Full launch of after-school club programme to encourage extra-curricular participation. 	<ul style="list-style-type: none"> 2 timetabled slots for PE each week per year group. Activities have been timetabled each half term to appropriately develop skills which have been identified as gaps in the curriculum due to COVID lockdowns or to prepare the children for competitions. Each class has 2/3 Active Maths sessions per week to consolidate Maths skills through movement and physical activity. CV life staff have delivered at least 4 after-school sessions each week per half term. 		<ul style="list-style-type: none"> N/A £2775 N/A £2,250 	<ul style="list-style-type: none"> Children know when their PE days are each week and are participating in 2 hours of physical activity per week as a minimum. Children from across the school have been engaged in an organised, active breaktime which has led to the adoption of an active lifestyle and prepared them for future competitions. Every child had the opportunity to access another 45 minutes of physical activity each week. Across the year, 432 children have attended sport after-school clubs. 	<ul style="list-style-type: none"> Continue to ensure provision of 2 hours of PE is maintained throughout school to develop physical literacy and combat effect of COVID-19 reduction in physical activity. Continue to encourage PP children to attend clubs and allow free access to these. Provide targeted extra-curricular physical activity opportunities for vulnerable groups of children (e.g. SEN, ASD, mental health etc.).

	Additional after-school clubs have been offered by teaching and non-teaching staff on a volunteer basis.		These clubs were limited at 20 per session and 16 of the 27 clubs offered were fully booked.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 29%
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:
<ul style="list-style-type: none"> Ensure that teachers are fully prepared and equipped to teach the range and breadth of the PE national curriculum. Improve the experience of children at lunchtimes through the use of physical activity and sport. Participate in whole school events relating to the 2022 Commonwealth Games. 	<ul style="list-style-type: none"> Resources for PE, after-school, play and lunchtime have been audited. New resources and equipment have been purchased to ensure lessons are able to run smoothly and efficiently. CV life staff are in school all 5 days each week and have been timetabled and allocated to different year groups each day. Enrichment day planned in the Summer term where all children will take part in a 	<p>£3090.58</p> <p>£2775</p> <p>N/A</p>	<ul style="list-style-type: none"> 65% of teachers have reported that they feel more confident teaching the content of the PE curriculum as a result of the equipment being readily available to teach lessons effectively. 70% of children have participated in these sessions and 90% have reported that they have discovered a new interest as a result of these. Midday supervisors have reported less behaviour/first aid incidents and teachers state that children are able to settle quicker in the afternoon as a result. At the time of writing, this event is still to take place. – Scheduled for 18.7.2022 	<ul style="list-style-type: none"> Continue to provide targeted lunchtime support from CV life next year. Focus on keeping children engaged in physical activity to reduce incidents and improve concentration. Organise more whole school events to promote the importance of sport. Play leader training with Y6 children in final weeks of 21/22 summer term in preparation for 22/23 academic year. Children to lead activities once per week with a specific year group. Awards – Sportsperson of the week award to be implemented in line with the School Games values each half term.

<ul style="list-style-type: none"> Build a sense of community with sport as a catalyst for fostering positive relationships with the local community (i.e. parents, clubs etc.). 	<p>range of age-appropriate activities relating to the event.</p> <ul style="list-style-type: none"> Whole school sports day has been planned for Summer 2 across each phase in the school. Parents will be invited to attend all events. 	<p>N/A</p>	<ul style="list-style-type: none"> Children will be able to take part in a range of sporting events in order to practice and showcase their key skills and to provide an opportunity to compete against other pupils. 	
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<p>Key indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Percentage of total allocation: 33%</p>
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Intent	Implementation		Impact	
<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>
<ul style="list-style-type: none"> Ensure progression of skills through the curriculum and key stages through carefully sequenced lessons and selection of activities/sports. Encourage staff to be reflective in terms of their own practice so that they can recognise their own strengths and areas for development. Provide high-quality CPD to target identified areas for development and improve the quality of PE teaching for all 	<ul style="list-style-type: none"> Renewed the yearly subscription to PE hub so that staff have access to ideas when planning units of work in PE. Staff confidence survey completed on Microsoft Forms to establish common and individual areas for development that need to be addressed. CV life staff to upskill 4 teachers across 2 afternoons each week. 	<p>£425</p> <p>N/A</p> <p>£5550</p>	<ul style="list-style-type: none"> Staff confidence is improving when it comes to differentiating lessons and pitching planning to meet the needs of all children. This work has allowed for appropriate planning of staff development across the year and 75% of staff now feel more confident when teaching PE. 85% of teachers reported that their area of development was at least 'well met' during their 6- 	<ul style="list-style-type: none"> Renew PE Hub membership when required to continue consistent progression of skills and approach throughout our curriculum. Allocate upskilling sessions (delivered by CV life staff) according to staff voice outcomes and new to year group needs. Continue to support lunchtime staff next year and build upon skills for how to use equipment to support children keeping

children.	<ul style="list-style-type: none"> Improve staff confidence across a wider range of PE – Focus on dance and how to link PE skills to other areas of the curriculum. 	<ul style="list-style-type: none"> Arrange dance workshops with ‘West End in schools’ to supplement extra-curricular links to other subjects across the year. 	£700	<ul style="list-style-type: none"> Children reported a higher level of enjoyment of these dance sessions and teachers felt increasing confidence with what their dance outcomes could look like. 	<ul style="list-style-type: none"> active and engaged. Use external companies to develop extra-curricular links and provide CPD opportunities for staff in areas for development (especially dance).
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 4%

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:
<ul style="list-style-type: none"> Launch a range of after-school clubs to provide a wide variety of sporting opportunities for all children. Children to be equipped with life skills through developing partnerships with external organisations to deliver units of work in school. 	<ul style="list-style-type: none"> Subsidise clubs to allow disadvantaged children to attend. Clubs will be rotated every half term to ensure a coverage of a range of sports and not just focus on traditional one. Develop relationships with ‘Everyone Active’ and ‘NW Active’ to book bikeability and balanceability programmes for appropriate age groups in school. 	<p>£725</p> <p>N/A</p>	<ul style="list-style-type: none"> 6 sports offered during the year to provide a variety of opportunities. 34% of children participating were PP and 70% of children reported the quality of clubs being ‘good’ or ‘very good’ when surveyed. 52% of Y1 children have achieved their Level 1 balanceability award and 28% of Y1 have achieved their Level 2 award. 25% of Y4 children have earned their Level 1 Bikeability award. These awards ensure our children are now better equipped with the fundamental skill of balance 	<ul style="list-style-type: none"> Continue to subsidise clubs for our PP children to support more children in attending clubs and adopting an active lifestyle. Continue to work with external companies to expand the range of activities we can offer our children to extend our PE curriculum such as the balanceability and bikeability awards. Use swimming assessments to identify those children who may benefit from top-up swimming vouchers at a local leisure centre. Provide midday staff

			and the key life skill of being able to ride a bike as part of an active lifestyle.	<p>with CPD to ensure they can promote physical activity at break times.</p> <ul style="list-style-type: none"> • Train new sports leaders to deliver physical activities at lunch times.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:
<ul style="list-style-type: none"> Children are afforded the opportunity to represent the school in a wide range of sports across the academic year, regardless of ability, against other local schools. Develop the values of sportsmanship and fair play among the children who are representing the school at events. 	<ul style="list-style-type: none"> Joined the Nuneaton Primary School Sports Association so that the school could take part in competitive fixtures against schools from the local area. Children to participate in inter-school competitions as part of the school games programme. Engage with Rory Leggett (SGO) to understand competition framework and timetable. 	<p>£60</p> <p>N/A</p>	<ul style="list-style-type: none"> We competed in the local football and Year 5 netball league as well as the Year 5 football tournament. This allowed 14% of Y5/6 children to represent the school competitively. Competition results, especially in football, have shown significant improvement in the Spring/Summer term. The school competed in the Y5/6 FootGolf, Y5/6 Rounders and Y5/6 Girls Football competitions. This allowed 13% of Y5/6 children to represent the school competitively and at each competition they were praised externally for their sporting conduct. Notably, our Y5/6 girls are now the county champions in football which proves a more competitive spirit and improved technical ability. 	<ul style="list-style-type: none"> Review the competitions that are coming up in 2022-23 and ensure these sports are included on the curriculum map for the relevant year group or that after-school clubs are appropriately planned to prepare the children for competition. Investigate the possibility of entering 'B' teams into large competitions so that the number of children representing the school can be increased. Continue to engage with the SGO to provide opportunities for vulnerable groups to represent the school in physical activity and sport.

<ul style="list-style-type: none"> • Sign up for the School Games Mark events – Aim to achieve Bronze. 	<ul style="list-style-type: none"> • Read and understand criteria to achieve the Bronze award. Meet with SGO to support how to achieve Bronze. Share vision with HT and SMT. – Deliver one or more targeted opportunities for young people who need it most through the School Games events, Believe in the vision and mission of the School Games and use the Commonwealth Games to engage young people. 	<p>N/A</p>	<ul style="list-style-type: none"> • At the time of writing, our School Games Mark application has been submitted and is awaiting verification by the SGO. 	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	