

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	£0
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,689
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,635.55

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 2020.</p> <p>Please see note above</p>	55%
<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>	90%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	90%
<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>	Identifying small group that did not meet requirements – lesson cost.

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: 2020/21		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: 91%
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:
Purchase of PE equipment and resources to support all learner's regular activity within PE lessons, clubs, playtimes, lunchtimes. Impact on pupils: <ul style="list-style-type: none"> Children access a broad range of activities using equipment. Increased levels of activity within PE lessons, playtimes and lunchtimes. Raised engagement of pupils to take part and raised self-esteem and confidence.	Update PE Equipment as necessary. Purchase of tennis balls, posts and bases for rounders, sponge balls and plastic hoops during curriculum time and after school club. Playground bags with equipment suitable for lunchtime play with the Well Being Ambassadors	£918.55	Increased pupil participation within lunchtimes, playtimes, competitions with more equipment available. Pupils are challenged more due to differentiated equipment used. Pupils engagement increased by introducing new equipment. Higher quality PE lessons being taught and supported	Continue to monitor equipment provision for whole school. Explore new equipment that could be used to support and challenge pupils.
Dance Teacher – Mary Savva, to enhance the delivery and engagement of dance throughout the school. Impact on pupils will be: <ul style="list-style-type: none"> Increased levels of participation in physical activity at lunchtimes and 	Timetable to teach dance to pupils and provide CPD to all staff across whole school during whole academic year. Raising the profile of dance – priority for the year. Timetable Monday lunchtime	£2,100	Higher quality dance lessons being taught and CPD for staff across all Key Stages including EYFS. Increased uptake of the after school dance class.	Continue to target children who do not attend sports clubs and encourage less active children to take part in clubs such as the dance club. After school dance club to

<p>during curriculum time.</p> <ul style="list-style-type: none"> Increased participation of pupils taking part in a new extra curricular club – Tap ‘n’ Groove Acquisition of new dance skills. Focus on the whole body, well being and mind. Dance teacher to provide CPD to the staff within the school and enhancing their knowledge of dance for the future. 	<p>dance club - all children can attend. Opportunities for all children to engage in high quality dance club.</p> <p>Arrange meetings and support PE co-ordinator with resources for staff.</p>		<p>Following pupil voice and informal questionnaires with each class and staff there is a change in perception of dance and how it can support the whole body and mind.</p>	<p>continue. The new apprentice in September can also acquire skills from Mary to support clubs in the future.</p> <p>Use the resources and skills provided by Mary to enhance curriculum dance being taught in the future.</p>
<p>Increased awareness in fitness and health and keeping all children physically active.</p> <p>Increased levels of activity at lunchtimes.</p> <p>Improve behaviour and encourage those children who are less active to be involved.</p>	<p>Leamington Football coach at lunchtimes (Thursday) to organise games and encourage activity.</p> <p>More equipment accessed and a range of games taught.</p> <p>Supporting Well Being Ambassadors with organising clubs for all children.</p>	<p>£1277 – Sum, Aut 2021 and Spr 2022</p>	<p>Monitoring pupil engagement in activities by midday supervisors.</p> <p>PE Co-ordinator recording children involved with lunchtime clubs and ensuring that all children can access physical activity during their day.</p>	<p>Improved attitude by children and training in the future for midday supervisors.</p> <p>Continue lunchtime support in the future and the coach to guide the new apprentice in September 2022 with ideas to engage children at lunchtimes.</p>
<p>Additional swimming provision</p> <p>Impact on pupils:</p> <p>Increased numbers of pupils meeting swimming requirements.</p>	<p>Identify pupils in Year 6 not able to meet swimming requirements.</p>	<p>£150</p>	<p>Increased percentage of pupils meeting swimming requirements.</p>	<p>Ensuring that all children meet the swimming requirements.</p>
<p>Orienteering equipment set up on school site and training to support all learner’s regular activity within PE lessons, clubs, playtimes, lunchtimes.</p> <p>Impact on pupils:</p>	<p>Cross Curricular Orienteering equipment across the school and training in hall</p> <p>New, engaging different equipment accessed and a range of activities taught.</p>	<p>£2,650</p>	<p>Increased pupil participation within curriculum time, engaging children that might otherwise not enjoy PE.</p> <p>Pupils are challenged more due</p>	<p>Continue to monitor equipment provision for whole school.</p> <p>Monitor the use of the orienteering equipment and how effective it is for cross-</p>

<ul style="list-style-type: none"> Children access a broad range of activities using equipment. Increased levels of activity within PE lessons, playtimes and lunchtimes. <p>Raised engagement of pupils to take part and raised self-esteem and confidence.</p>	<p>Enabling children to keep active whilst learning – cross-curricular opportunities for all children in all key stages.</p>		<p>to differentiated equipment used. Pupils’ engagement increased using orienteering equipment.</p> <p>Higher quality PE lessons being taught and supported.</p> <p>Lunchtime opportunities for all children being supported by Well Being Ambassadors</p>	<p>curricular work.</p> <p>Ensure that all age groups are accessing the resources and the teachers are skilled in using the resources.</p>
<p>Apprentice to enhance PE throughout the school. Impact on pupils will be:</p> <ul style="list-style-type: none"> Increased levels of participation in physical activity at lunchtimes and breaktimes. Increased participation of pupils taking part in extracurricular clubs. Acquisition of new skills. Well organised PE lessons as equipment is set up and ready to use which results in an increased amount of time where pupils are active. Change 4 Life sessions targeted towards children who do not attend sports clubs. <p>Apprentice to support Sports Ambassadors role within school and PE Crew</p>	<p>Timetable to support pupils and staff across whole school.</p> <p>Timetable Change 4 Life club and targeted children to support.</p> <p>Arrange meetings and support Sports Ambassadors and PE crew and PE co-ordinator.</p>	<p>£9020.00</p> <p>Total £16115.55</p>	<p>Support during extra- curricular clubs timetable, registers of attendance. Lunchtime clubs and activities organised are inclusive to encourage less active and those who cannot stay after school.</p> <p>Observation and monitoring of Apprentice and PE lessons.</p> <p>Images captured using Seesaw and updated on sports noticeboard.</p>	<p>Continue to target children who do not attend sports clubs and encourage less active children to take part in activities.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
<p>Dance Teacher – Mary Savva, to enhance the delivery and engagement of dance throughout the school. Impact on pupils will be:</p> <ul style="list-style-type: none"> • Increased levels of participation in physical activity at lunchtimes and during curriculum time. • Increased participation of pupils taking part in a new extra curricular club – Tap ‘n’ Groove • Acquisition of new dance skills. Focus on the whole body, well being and mind. • Dance teacher to provide CPD to the staff within the school and enhancing their knowledge of dance for the future. 	<p>Timetable to teach dance to pupils and provide CPD to all staff across whole school during whole academic year. Raising the profile of dance – priority for the year.</p> <p>Timetable Monday lunchtime dance club - all children can attend. Opportunities for all children to engage in high quality dance club. Providing opportunities for girls.</p> <p>Arrange meetings and support PE co-ordinator with resources for staff.</p>	See Indicator 1	<p>Higher quality dance lessons being taught and CPD for staff across all Key Stages including EYFS.</p> <p>Increased uptake of the after-school dance class.</p> <p>Following pupil voice and informal questionnaires with each class and staff there is a change in perception of dance and how it can support the whole body and mind.</p>	<p>To raise the profile of Physical Education and School Sport through inspiring role models – dance teacher.</p> <p>After school dance club to continue. The new apprentice in September can also acquire skills from Mary to support clubs in the future.</p> <p>Use the resources and skills provided by Mary to enhance curriculum dance being taught in the future.</p>

<p>School Games sports values promoted through the Student leadership programme –</p> <p>Well Being Ambassadors in Yr5 and 6 – continue with lunchtime club.</p> <p>Student leadership with PE Crew.</p>	<p>Developing a clear leadership pathway and providing additional responsibilities for KS1 and KS2 pupils. Developing into whole school leadership in Years 5 and 6.</p> <p>Well Being Ambassadors providing videos, activities and helpful tips to children across all key stages to support their health and well being.</p>	<p>£150</p> <p>Total £150</p>	<p>Children referring to sports values during lessons and improving ethos/growth mindset. Sports noticeboard. Photos of children’s achievements and performance.</p> <p>Pupils behaviour and attitudes in PE Ensure leadership responsibilities are embedded through all aspects of PE and School Sport.</p>	<p>Staff to continue to select children demonstrating sports values and ethos. Involve Ambassadors and PE Crew in selecting children demonstrating sports values and ethos during lunchtimes and playtimes.</p> <p>Well Being Ambassadors to continue to provide to support across all ages with activities to support their health and well being at all times.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:
0%

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>
<p>Dance Teacher – Mary Savva, to enhance the delivery and engagement of dance throughout the school. Impact on pupils will be:</p> <ul style="list-style-type: none"> • Higher quality delivery of dance lessons. • Improved standards of pupil performance as a result of greater technical knowledge of staff. 	<p>Staff questionnaire. Monitoring of PE lessons by PE Co-ordinator and feedback from staff.</p> <p>Higher quality delivery of dance as a result of training.</p>	<p>See Indicator 1</p>	<p>Higher quality dance lessons being taught and CPD for staff across all Key Stages including EYFS.</p> <p>Increased motivation of pupils. Good clear progression of skills from year group to year group – starting in reception all the way through to Year 6. Improved subject knowledge of teaching staff. Improved confidence with delivery of dance lessons.</p>	<p>After school dance club to continue. The new apprentice in September can also acquire skills from Mary to support clubs in the future.</p> <p>Use the resources and skills provided by Mary to enhance curriculum dance being taught in the future.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 3%
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 offer a variety of clubs to all pupils. Lunchtime clubs and activities. Increased participation of children taking part. Broader range of clubs offered and experienced. Increased self-confidence.	Continue to monitor range of clubs offered Well Being Ambassadors to be selected from Year 5 and Yr6 to be trained. Well Being Ambassadors to select sports to complete during lunchtime Wednesday Ambassador Club. Well Being Ambassadors to support Daily Mile and any lunchtime competitions that need to be organised with lunchtime coach from Leamington Brakes and PE Co-ordinator.	See Indicator 1.	Clubs attendance registers. PE notice board Monitor pupil engagement by midday supervisors and attitudes on the playground.	Continue to identify opportunities for new sports to be introduced. Continue to monitor clubs attended and offered. Well Being Ambassadors to deliver games and clubs to all year groups. To employ a new PE Apprentice to start September 2022. Apprentice with skills in some sports that will engage children in some new sports during lunchtime clubs and after school opportunities.
Sporting Vision tag rugby coach to give variety, exposure and a broader experience of tag rugby. Impact on pupils will be: Increased awareness of fitness and health and the changes that occur when we are physical. Children who were not as active are now making healthier lifestyle choices.	Whole year groups coached by Troy Perkins from Sporting Vision – Years 4 and 5.	£450 in Spring Term 2022	Increased motivation of pupils and higher standards of pupil performance in rugby. Good progression of skills from year group to year group.	Continued involvement in tag rugby coaching programme.

<p>New training and equipment to enhance delivery of an area of the curriculum - orienteering.</p> <p>Orienteering equipment set up on school site and training to support all learner's regular activity within PE lessons, clubs, playtimes, lunchtimes.</p> <p>Impact on pupils:</p> <ul style="list-style-type: none"> • Children access a broad range of activities using equipment. • Increased levels of activity within PE lessons, playtimes and lunchtimes. <p>Raised engagement of pupils to take part and raised self-esteem and confidence.</p>	<p>Cross Curricular Orienteering equipment across the school and training in hall</p> <p>New, engaging different equipment accessed and a range of activities taught.</p> <p>Enabling children to keep active whilst learning – cross-curricular opportunities for all children in all key stages.</p>	<p>See Indicator 1</p>	<p>Increased pupil participation within curriculum time, engaging children that might otherwise not enjoy PE.</p> <p>Pupils are challenged more due to differentiated equipment used. Pupils' engagement increased using orienteering equipment.</p> <p>Higher quality PE lessons being taught and supported.</p> <p>Lunchtime opportunities for all children being supported by Well Being Ambassadors.</p>	<p>Continue to monitor equipment provision for whole school.</p> <p>Monitor the use of the orienteering equipment and how effective it is for cross-curricular work.</p> <p>Ensure that all age groups are accessing the resources and the teachers are skilled in using the resources.</p>
<p>Increased participation of pupils taking part in competitive activities and exposure to a broad range of sports - cricket.</p> <p>Improved standards of pupil performance as a result of increased knowledge of staff.</p>	<p>School's involvement in Chance to Shine cricket programme organised by Warwickshire Cricket board.</p> <p>Whole year groups Years 4 and 5. Culminating in a festival at the end of the coaching programme.</p>	<p>£100 in Spring term 2022</p> <p>Total £550</p>	<p>School competition calendar, achievements celebrated in PE newsletter.</p> <p>Pupil voice – confidence in cricket skills. Improved standards of pupil performance, positive attitude to competition.</p>	<p>Continued involvement in Chance to Shine programme. Links being made with local cricket club – Hunningham.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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:
<p>Participation and membership in CWSSP School Games events. Impact on pupils will be:</p> <ul style="list-style-type: none"> Increased participation of all pupils taking part in competitive activities in every year group. Increased profile of PE and sport across the school. Raised self-esteem and confidence in taking part in competitive games. Enable a variety of children to compete in sports events. Ensure that all children by Year 6 have competed in a School Games event. 	<p>School Games events.</p> <ul style="list-style-type: none"> Engaging all pupils in physical activity. Increasing variety of sports and activities offered. Promoting values and engagement in a sport, thinking about health and well being by promoting a healthy lifestyle. Meetings with Well Being Ambassadors and PE co-ordinator to plan and organise implementation of the events and determine which ones they would like to attend and support. 	<p>£80 School Games Entry</p> <p>£740 cost of coaches to transport children to the event and supply cover for teacher attending.</p> <p>Meeting and planning the year ahead – PE Co-ordinator</p> <p>Total £820</p>	<p>Competition entries and achievements. Data results of competition entries. School Games Mark Award</p> <p>School competition calendar, achievements celebrated in PE termly newsletter.</p> <p>Pupil voice – confidence in skills.</p> <p>Improved standards of pupil performance.</p> <p>Increased motivation of pupils and positive attitude to PE.</p> <p>Gained gold award for the last six years due to whole school engagement in competition.</p>	<p>Continue to organise more competitive opportunities for pupils in school.</p> <p>Continue to be involved in School Games events and festival opportunities.</p> <p>To employ an apprentice to start September 2022 to support children in increasing the participation in competitive sports across all year groups. Inspire and motivate and provide support to the PE Co-ordinator in organising the events being attended.</p>

Signed off by	
Head Teacher:	Juliet Jones
Date:	July 2022
Subject Leader:	Jackie Caress
Date:	June 2022
Governor:	Mike Young
Date:	July 2022