

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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:

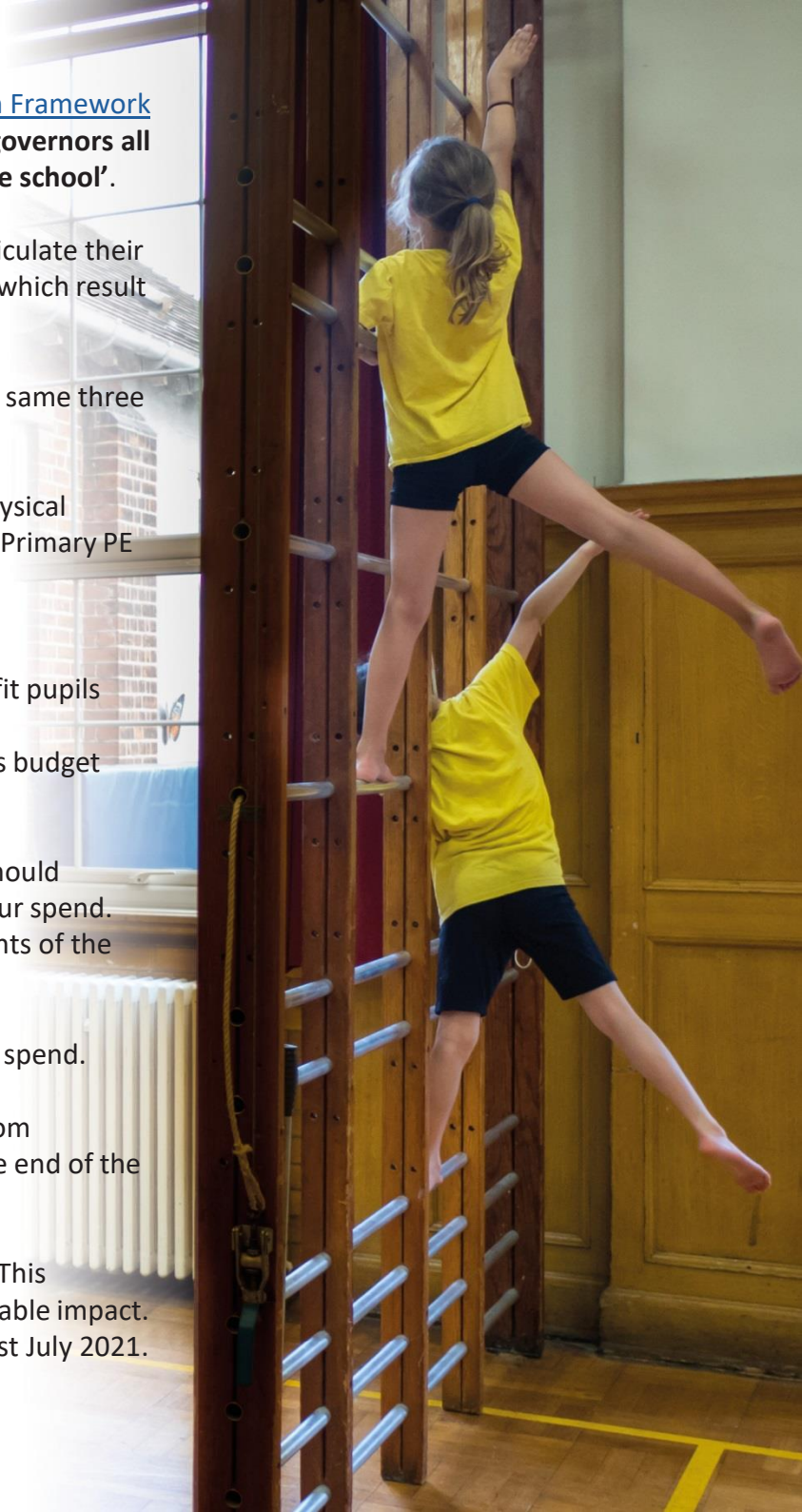
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 by the end of the summer term or by **31st July 2021** at the latest.

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](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

| Key achievements to date until July 2020: | Areas for further improvement and baseline evidence of need: |
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| <ul style="list-style-type: none"> • Achievement of Gold School Games award 2019/2020 • Completion of the School Games Mark Framework 2020/2021. • High attendance at Virtual School Games events during the year. • Improved confidence in PE teaching and good collaboration with external providers during the terms whilst children were at school. • PE Apprentice completed three years; his PE expertise used across all year groups with a focus on supporting the 60 minutes of activity in a school day. Other achievements such as supporting active play at playtimes, encouraging less active children to take part, children being prepared for competitions and supporting the development of gifted and talented children. • PE Apprentice and Well Being Ambassadors supporting the wellbeing of children during Lockdown with Virtual School Games, activities at home and a Virtual School Sports event. • Medium term planning clearly detailed and new assessment guidelines in place and started. | <ul style="list-style-type: none"> • Increase active minutes during lesson times – a focus on activity time into non-PE lessons. • Swimming timetable/effectiveness. Using top up swimming sessions for year 6 does this work within curriculum time? Could other methods be used to support children trying to meet criteria? Need to focus on Year 5 and 6 that have missed swimming opportunities during Lockdown. • Participation in the Healthy Schools Survey • Interhouse competition development – to use outside agency to support – Leamington Brakes. • Increased opportunities for all children to access a wide variety of lunchtime activities – such as dance and new games. • CPD in school – dance and gymnastics. |

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 £0
+ Total amount for this academic year 2020/2021 £0
= Total to be spent by 31st July 2021 £0

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| <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 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> | 89% |
| <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> | 85% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 48% |
| <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: £17,700 | | Date Updated: June 2021 | |
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| 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: |
| | | | | | 82% |
| Intent | Implementation | | Impact | | |
| Apprentice to enhance PE throughout the school. Impact on pupils will be: <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. Apprentice to support Well Being Ambassadors role within school and PE Crew | Timetable to support pupils and staff across whole school. Timetable Change 4 Life club and targeted children to support. Arrange meetings and support Well Being Ambassadors and PE crew and PE co-ordinator. During Lockdown period (Summer Term 2020 and Spring Term 2021) Apprentice worked with Key Worker provision providing PE lessons and supporting staff with Active 60 minutes. Provided support remotely to children working at home – Virtual School Sports Event in Summer 2020. | | £9, 022.34 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. Observation and monitoring of Apprentice and PE lessons. Images captured using Seesaw and updated on sports noticeboard. Observation and monitoring of Apprentice during Lockdown period and videos on Seesaw. | Continue to target children who do not attend sports clubs and encourage less active children to take part in activities. Apprentice to inspire and motivate all children across the school. Provide a variety of opportunities for active play for all children at lunchtimes. | |

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| Renew Marathon Kids package. Encouraging children to be active and lead healthy lifestyles. Encouraging the active mile. | Marathon Kids through charity Kids Run Free. New skill and experience of a different sport and achievement of running a marathon. Encouraging the active mile. | £15 | Improved standards of pupil performance. Increased motivation of pupils and positive attitude to PE and running. Improved behaviour at lunchtimes. | Increased awareness of health and fitness. Play leaders in each year group to support tracking of laps (keeping in bubbles at playtimes). |
| Increased awareness in fitness and health and keeping all children physically active. Increased levels of activity at lunchtimes. Improve behaviour and encourage those children who are less active to be involved. | Leamington Football coach at lunchtimes (Thursday) to organise games and encourage activity. More equipment accessed and a range of games taught. | £900 – Sum, Aut and Spr 2020. | Monitoring pupil engagement in activities by midday supervisors. | Improved attitude by children and training in the future for midday supervisors |
| Additional swimming provision Impact on pupils: Increased numbers of pupils meeting swimming requirements. | Identify pupils in Year 6 not able to meet swimming requirements. | £150 | Increased percentage of pupils meeting swimming requirements. | Ensuring that all children meet the swimming requirements. |
| Repairs to 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. | Sports Safe UK to repair gymnastics equipment in hall and outdoor equipment. More equipment accessed and a range of activities taught. | £3,965 – Aut 2020 | Increased pupil participation within curriculum time. Pupils are challenged more due to differentiated equipment used. Pupils' engagement increased using gymnastics equipment. Higher quality PE lessons being taught and supported | Continue to monitor equipment provision for whole school. |

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| <p>Purchase of PE equipment and resources 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>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.</p> | <p>£339</p> <p>Total £14,391</p> | <p>Increased pupil participation within lunchtimes, playtimes, competitions with more equipment available.</p> <p>Pupils are challenged more due to differentiated equipment used. Pupils engagement increased by introducing new equipment.</p> <p>Higher quality PE lessons being taught and supported</p> | <p>Continue to monitor equipment provision for whole school.</p> <p>Explore new equipment that could be used to support and challenge pupils.</p> |
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| <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> | <p>Percentage of total allocation: 0.2%</p> |
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| Intent | Implementation | Impact | |
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| <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 | <p>Timetable to support pupils and staff across whole school. Timetable Change 4 Life club and targeted children to support. Arrange meetings and support Well Being Ambassadors and PE crew and PE co-ordinator. During Lockdown period (Summer Term 2020 and Spring Term 2021) Apprentice worked with Key Worker provision providing PE lessons and supporting staff with Active 60 minutes. Provided support remotely to children working at home – Virtual School Sports Event in Summer 2020.</p> | <p>See Indicator 1</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. Observation and monitoring of Apprentice and PE lessons. Images captured using Seesaw and updated on sports noticeboard. Observation and monitoring of Apprentice during Lockdown period and videos on Seesaw.</p> | <p>Continue to raise the profile of Physical Education and School Sport through inspiring role models.</p> <p>Apprentice to inspire and motivate all children across the school during curriculum PE lessons.</p> <p>Provide a variety of opportunities for active play for all children at lunchtimes.</p> |

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| clubs. Apprentice to support Well Being Ambassadors role within school and PE Crew | | | | |
| School Games sports values promoted through the Student leadership programme – Well Being Ambassadors in Yr5 and 6 – continue with lunchtime club. Student leadership with PE Crew. | Developing a clear leadership pathway and providing additional responsibilities for KS1 and KS2 pupils. Developing into whole school leadership in Years 5 and 6. Well Being Ambassadors providing videos, activities and helpful tips to children across all key stages to support their health and well being. | £150 Total £150 | Children referring to sports values during lessons and improving ethos/growth mindset. Sports noticeboard. Photos of children’s achievements and performance. Pupils behaviour and attitudes in PE Ensure leadership responsibilities are embedded through all aspects of PE and School Sport. | 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. Well Being Ambassadors to continue to provide to support across all ages with activities to support their health and well being at all times during the pandemic. |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: 8% |
| Intent | Implementation | | Impact | |
| PE Apprentice to support new staff members with teaching of PE across the school. Impact on pupils will be: Higher quality delivery of PE lessons Improved standards of pupil performance as a result of greater technical knowledge of staff. | Staff questionnaire. Monitoring of PE lessons by PE co-ordinator. Higher quality delivery of ball games and athletics as a result of training, feedback to teachers from Apprentice. Delivered by PE Apprentice. | £1350 During Autumn, Spring terms 2020. Total £1350 | Increased motivation of pupils and higher standards of pupil performance in handball, hockey and netball. Good progression of skills from year group to year group. Entry into Virtual School Games Competitions. Improved subject knowledge of teaching staff. Improved confidence with delivery of PE lessons. | Staff following planned activities in scheme of work with progression across year groups. PE Apprentice to support staff in the future. |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
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| | | | | 4% |
| Intent | Implementation | | Impact | |
| <p>Continue to offer a variety of clubs to all pupils.</p> <p>Lunchtime clubs and activities. Increased participation of children taking part. Broader range of clubs offered and experienced. Increased self-confidence.</p> | <p>Continue to monitor range of clubs offered</p> <p>Well Being Ambassadors to be selected from Year 5 and Yr6 to be trained.</p> <p>Well Being Ambassadors to select sports to complete during lunchtime Wednesday Ambassador Club.</p> <p>PE Crew to implement Marathon Kids and any lunchtime competitions that need to be organised with PE Apprentice.</p> <p>During return to school after Lockdown when class year groups could not be mixed Well Being Ambassadors to encourage year groups with a variety of lunchtime ideas.</p> | <p>See Indicator 1.</p> | <p>Clubs attendance registers.</p> <p>PE notice board</p> <p>Monitor pupil engagement by midday supervisors and attitudes on the playground.</p> | <p>Continue to identify opportunities for new sports to be introduced. Continue to monitor clubs attended and offered.</p> <p>Well Being Ambassadors to deliver videos to year groups and encourage play leaders in individual year groups.</p> |

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| <p>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.</p> | <p>Whole year groups coached by Troy Perkins from Sporting Vision – Years 4 and 5.</p> | <p>£420 in Spring Term 2020</p> | <p>Increased motivation of pupils and higher standards of pupil performance in rugby. Good progression of skills from year group to year group.</p> | <p>Continued involvement in tag rugby coaching programme.</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 2020</p> <p>Total £520</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: | |
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| | | | 5% | |
| Intent | Implementation | | Impact | |
| Participation and membership in CWSSP Virtual School Games events. Impact on pupils will be: <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. | School Games events. <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 PE Apprentice and PE co-ordinator to plan and organise implementation of Virtual School Games entries. | £200 Virtual School Games Entry £700 supply days to input data and organise results. Prepare children for events. Meeting and planning the year ahead with Apprentice. Total £900 | Competition entries and achievements. Data results of competition entries. School Games Mark Award School competition calendar, achievements celebrated in PE termly newsletter. Pupil voice – confidence in skills. Improved standards of pupil performance. Increased motivation of pupils and positive attitude to PE. Gained gold award for the last five years due to whole school engagement in competition. | Continue to organise more competitive opportunities for pupils in school. Continue to be involved in School Games Virtual events and festival opportunities. |

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| Signed off by | |
| Head Teacher: | Juliet Jones |
| Date: | 13/07/21 |
| Subject Leader: | Jackie Caress |

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| Date: | 07/07/21 |
| Governor approval | |
| Date: | 20/07/21 |