

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:

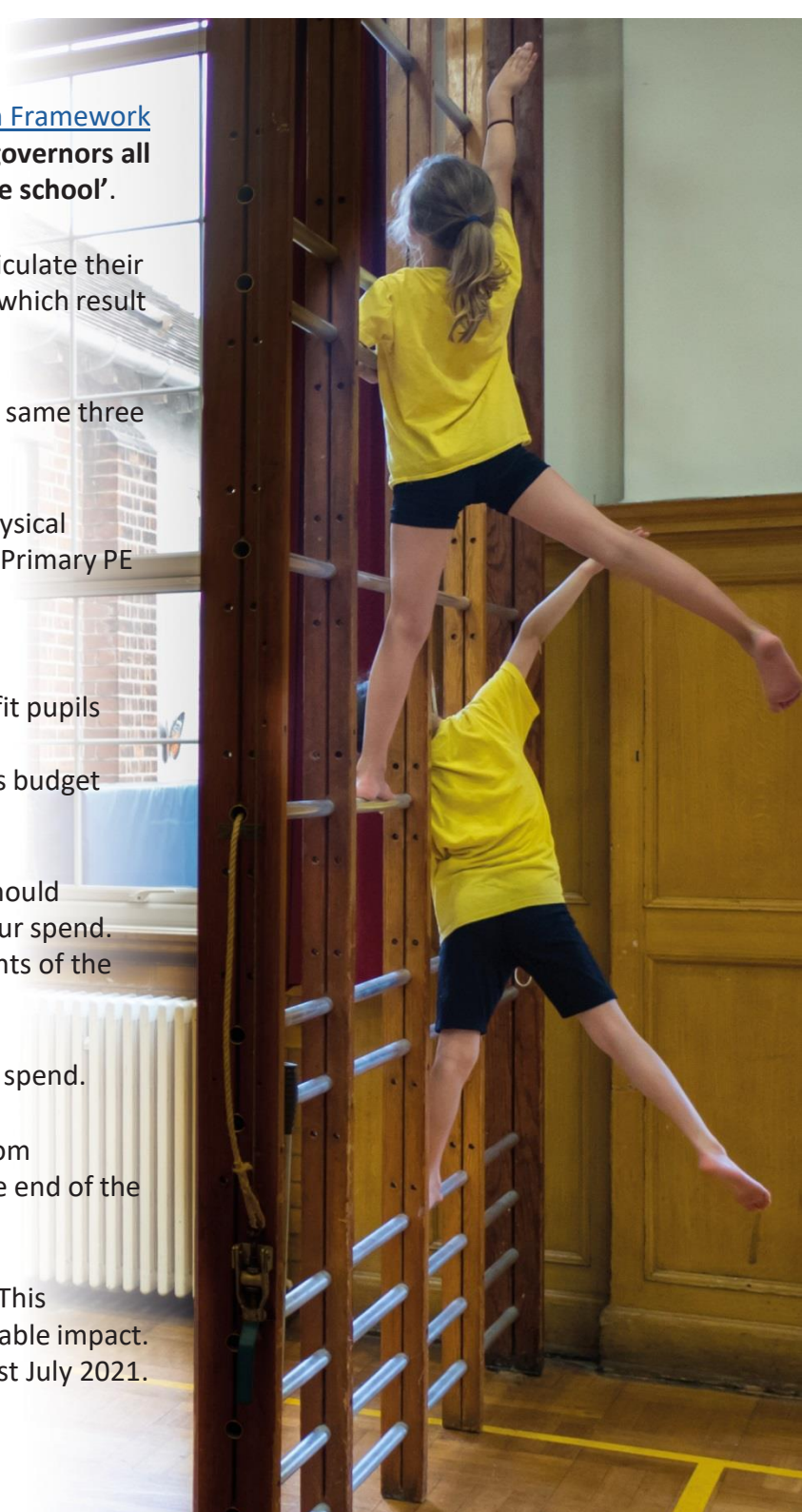
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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:
<ul style="list-style-type: none"> • Purchased a range of sporting equipment for implementation of high-quality P.E lessons. • Staff training and high-quality teaching through professional dance teachers leading teaching sessions across Ks1 and Ks2. • Catch up swimming lessons with extra swimming coaches to help rapid improvement of swimming. • Implementation of young leaders within school for P.E • Increased intra school (year group) competition in key stages. 	<ul style="list-style-type: none"> • Improve participation in inter-school competition (this suffered due to Covid outbreak). • After school and lunch time clubs to restart (unable to be achieved this year due to COVID and bubble closures) • Inspiring sporting athletes to lead assemblies to encourage and motivate children. • Continued improvement of sporting equipment • Continue with staff CPD which could not take place due to COVID worries. • Continue with young leaders supporting P.E throughout school • Continue development of P.E within school through the P.E Quality Mark aiming for silver award or higher. • Further implementation of ICT to facilitate improvement in PE

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

Total amount carried forward from 2019/2020 £13967
+ Total amount for this academic year 2020/2021 £ 8149
= Total to be spent by 31st July 2021 (to be spent by 2022)£22,116

<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>Data taken in Year 5.</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>	<p>76%</p>
<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>	<p>72%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>64%</p> <p>100% taught self-rescue techniques at school in class.</p>
<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>	<p>Yes/No Catch-up tuition and intensive swimming – we hired extra swimming coaches to allow for children to make extra progress.</p>

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: £6832.75 spent in 2021 (remaining fund to be spent in 21/22)		Date Updated: July 2021	
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?:
To offer a range of extra-curricular activities that promote physical activity and are accessible to all children through afterschool clubs.		School to offer outstanding sporting provision with our sporting partner Aspire. All children to be offered the opportunity to attend Aspire sporting sessions after school funded by school. (This was cancelled due to COVID – arrangements in place for next year starting September 2021 with Aspire and Aston Villa)		Rolled over to funding from September Aston Villa Sport partnership to offer from September 2021	Children have a love of sport and competition with a knowledge of different games and different types of sports. They compete against each other in a range of activities.
Lunch time sport games.		External coaches used at lunch times to promote sport within whole year groups using Aspire sports coaches throughout Ks1 and 2. This will help school achieve 30:30 targets. (This was cancelled due to COVID – arrangements in		Rolled over to funding from September. £3040	Clubs to now begin September 2021. Young sports leaders running lunch time games in Ks2 in bubbles.

<p>Lunch time activities run by lunch time supervisors and young sports leaders. The intent is to provide sustainability and not solely rely on external agencies to provide our lunch time supervision. The aim is also to keep children fit and active.</p>	<p>place for next year starting September 2021 with Aspire and Aston Villa). To help with this Young play leaders used on playground to promote games in bubbles.</p> <p>A new lunch time rota and activity centre has been created for lunch time with the playground being split into zones for COVID bubbles. These zones are to contain different activities to keep children active using equipment which will be purchased. Young play leaders and dinner supervisors are to then lead these activities and take charge of the rota.</p>	<p>Lunch time equipment for sporting games and activities £1816.16</p>	<p>This has been a huge success within school. Children have enjoyed using new equipment and are far more active for longer at lunchtime. It has also led to fewer lunchtime behaviour problems.</p>	<p>Current young sports leaders to train next year's leaders to continue good practice. Purchase new equipment as needed. Dinner supervisors to continue to be trained in implementation of games.</p>
<p>Continuation of Go noodle in Ks1 and year 3 to help children stay active throughout the school day where learning breaks are needed. Ks2 have implemented daily mile.</p>	<p>Roll out of daily mile for Ks2 in spring term after return from lockdown to help children remain active in the school day.</p>	<p>No funding required</p>	<p>Huge benefits with all of Ks1 teachers liking the go noodle website and noting the benefits to children stating that they found the children to have better concentration levels after completing the short activities. Daily mile has also helped improve concentration levels in Ks2 and helped children be more active, more regularly.</p>	<p>Continue next year</p>
<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:</p>
				<p>%</p>

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:
WSAS and football tournaments. Children to learn to compete and be members of a team. To use these skills as they go throughout the school with links to the Hollyfield child to become a well-rounded member of the school society who loves competition and give the children the skills needed to live an active lifestyle.	Increase participation in Inter school competition with a focus on all chn and year groups competing. Use WSAS for competitions and link with the Aspire after school clubs for those year groups participating in certain events.	£1350	All tournaments cancelled due to Covid. Training given to young play leaders, Dan the Skipping Man brought in for Ks1 for a day event which children enjoyed.	Continue next year. More inter school competition if allowed by government.
Links with Warwickshire CCC. To give all children in year 4 and 5 the opportunity to be coached by experts in their field and participate in an inter school tournament.	Warwickshire CCC to lead sessions in summer term with year 4 and 5 leading to Chance to Shine competition between local schools (cancelled competition). All chn in both year groups to participate.	No cost to school	This has been booked in for Summer term for year 4 and 5 with tournaments arranged for both year groups. Tournaments cancelled to due Covid, coaching took part in Year 4 and 5.	
Young Sports leaders to be trained in year 4 and 5	Increase profile of P.E with young sports leaders being trained in year 4 and 5. These children will lead playground games in Ks1 and Ks2	Included in WSAS membership	Training of 12 new sports leaders has taken place through links with Bishop Vesey and with D.L	
Dance training for Year 1, 2, 3,4 5	Dance and Beats to lead dance	£768 currently		

with professional dance teachers through Dance and Beats with cultural enrichment for pupils. Half day Dance event Year 5 and 6	lessons and help train teachers for implementation of dance curriculum			
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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:
Training for all members of staff with a focus on their own personal needs in regards to P.E – this will lead to high quality P.E lessons where all groups within a class are identified and planned for.	Training to take place in dance. Use dance and beats to implement training for staff as well as guided lessons. Training also arranged for Summer term – cancelled due to COVID – this is now to continue from Sept 2021 instead.	Rolled over to next year – not spent this year.	Staff feel more confident in P.E. Staff completed full evaluations of their experience and confidence levels and all showed an increase. After speaking to staff, they feel more confident in planning for different groups within a class and how they can adapt their plans to suit the needs of the children in their class.	Continue with training into the next year for further subject areas within PE where staff may not feel as confident.
Staff participation in specialised lessons from Warwickshire C.C.C. This will lead to better knowledge in cricket lessons	Staff in Year 4 and 5 to watch lessons from Warwickshire coaches. Planning given from coaches to be taught next year.		Increased enthusiasm from children in year 4 and 5 for cricket. Interhouse cricket tournament in these year groups.	Continue next year.
Extra swimming lessons with more specialised coaches being employed to help swimming catch up	Many children have not been able to go to swimming clubs due to lockdown and Covid fears. Employ	£940		

programme.	2 extra coaches and hire swimming pool for extra hour each week to allow a swimming catch up. Focus to be on swimming 25m in variety of strokes and performing safe self-rescue.			
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:
Additional achievements: Equipment purchased to enhance PE curriculum.	All year groups to receive a range of equipment to help implementation of PE curriculum – this is from Early years through to Year 6. Essential equipment bought for continuation of the curriculum.	£1958.59	Resources and equipment have been purchased for the school year for both reception, Ks1 and Ks2 including storage units.	Review equipment needed for next year through equipment audit and make next steps to promote cultural arts within school.

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:
Continue partnership with Wilson Stuart Active Society to increase competitive sport and offer staff development opportunities. Provide opportunities for a range of extra-curricular sporting competition between schools. -Increased opportunities for SEN sport competition. -	Take part in a range of inter school competitions – this was cancelled this year. School had signed up to a range of competitions – increased use of inter house competitions used instead.	WSAS membership price £1,350	Due to Covid all of these tournaments have been cancelled – there has been an increased focus on inter house competition instead	To continue to increase participation next year. All teacher to be responsible for taking their year group to at least 1 competition per year. This will increase participation for each year group and the school as a whole, so co-ordinator can organise events rather than attending all of them.

Signed off by	
Head Teacher:	C. Lewis
Date:	7.7.21
Subject Leader:	D.Lloyd
Date:	7.7.21