

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by



Department
for Education

Created by



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TRUST





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

Please visit [gov.uk](https://www.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 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.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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:
<p>On track for School Games Gold Mark</p> <p>On track for Coventry West High 5 Champions</p> <p>On track for Coventry West Football Champions</p> <p>Coventry Catholic Primary Schools Swimming Gala – third place</p> <p>Participation in School Games competitions has increased.</p> <p>CPD for teachers in PE from employed Sports Leader.</p> <p>Play Leaders trained and leading activities during lunchtimes.</p> <p>Increase in extra physical activity – School Marathon.</p> <p>Year 5 Play Leaders trained and leading activities during lunchtimes</p> <p>All KS2 pupils active in 2 hours per week of directed PE - KS1 receive 1 hour</p>	<p>Top up swimming for those who are still not confident at the end of the swimming term.</p> <p>To increase participation of all KS2 pupils in more than 1 event.</p> <p>To continue to make strong links with other primary schools to create opportunities for children to take part in school sport.</p> <p>Continue to take part in School Games competitions including disability sports.</p> <p>Provide more opportunities for teacher CPD to upskill in areas in need of improvement.</p>

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

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021		Total fund carried over: £ 4900?	Date Updated: June 2021	
What Key indicator(s) are you going to focus on? Key indicator 1, 2 and 3				Total Carry Over Funding: £
Intent	Implementation		Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>CPD Youth Sports Trust membership - recovery curriculum – Covid related.</p> <p>Remote learning – children still able to engage with PE from home.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>CPD, support with: Covid recovery PE curriculum; curriculum mapping; remote learning resources; 1:1 guidance of SP, CPD webinars</p> <p>Green screen: enabled Sports Lead to create content for class pages and all year groups which are engaging and promote physical and mental wellbeing. Once children return to school, Sports celebrations will be shared</p>	<p>Carry over funding allocated:</p> <p>£210 – planned expenditure</p> <p>£515</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils' re-engagement with school. What has changed?</p> <p>Insight for recovery of PE curriculum.</p> <p>Children and parents engaged with the online learning of PE through the school website. Links clicked and YouTube Channel showed high reach in figures. Children have really engaged in sharing sporting news since being back at school.</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?</p> <p>The sharing of School Sport through our weekly news channel has been a great success. Children are keen to present the news as well as star in the news achievements, therefore raising the profile of PE throughout the school. Enabling children to take part in sport through Remote Learning</p>

	through the School News Channel using the equipment. I-pad, tripod and equipment for Sports Leader to record and edit content.			encouraged families to take part together in 30 minutes of daily exercise to get them moving but was also aimed at their mental well-being.
Fitness trackers – Moki Bands – to be introduced to track children’s fitness levels throughout the school day.	30 bands and supporting equipment purchased where each year group to have a week with the bands tracking the steps each day. Competitions within and across classes to be set up.	£630	Children are engaged and enthused by competition element. Children are moving around more in order to reach their daily step target. Sports Leader and PE Lead can easily identify those children not meeting activity targets or not moving around as much and target them for extra activity.	KPI 1 – 30 minutes of extra activity is easier to identify in order to target groups and engage them with activity. KPI 2- Profile of PE raised through competition.
Equipment for each class bubble and after school clubs to be purchased to ensure PE lessons can take place without the risk of contamination.	Class kits with PE equipment across a range of sports plus electronic whistles for safety supplied.	£1000	Road to recovery of PE Curriculum has been smooth with teachers being able to deliver PE lessons safely without the risk of cross-contamination across bubbles.	KPI 1 – Children able to remain active and ensure they’re getting their 30 minutes of activity a day KPI 2- Profile of PE remains high across the school.
CPD – Sky Blues in the Community – to work alongside teachers in KS1 for a 12-week program to upskill and up-level staff with delivery of active and healthy PE/lifestyle unit.	12-week CPD course working alongside teachers and class	£300	Increase confidence in teachers in delivery of PE – observations of lessons and staff voice.	KPI 3 – Staff skill set has improved and resources can be shared against staffing team. Quality of PE lessons also improved.
Childrens’ experience of OAA skills and games to be a priority due to	Equipment purchased to deliver OAA activities and experiences at school.	£2000	Children given new experiences ensuring they can access all areas	KPI 1 and 2 – raising profile of PE and sport across the school.

being unable to go to residential trips during Covid.			of the NC including that of OAA whilst remaining Covid compliant.	
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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.	
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.	TBC%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	TBC%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	TBC%
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/No

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: £19600	Date Updated: November 2020	
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:
				0.7%
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?
1. Intra school games lead throughout the school year. (1 each half term)	1. Games organized by Sports Leader		NA	Not able to do one each half term due to Covid restrictions. However, since Summer term, registers show that there has been an increase in participation by 18%
2. To create a leadership pathway for Year 5/6 pupils within the school within a sporting context. The leadership pathway is to create pupil role models within our school for younger pupils to aspire to. This would give pupils the chance to contribute to the Lunchtime activities within school in a positive way and will be supported by our Sports Leader.	2. Training for Sports Leaders to deliver varied sporting activities during lunchtime. Play Maker program. 2b. Uniforms for Sports Leaders to establish their role		£99	Sports Leaders were trained during Autumn term. Easy to identify. Planned to support with the running of fixtures/ Sports Day.
3. School to offer a range of after school clubs to increase participant within physical activity	3a. Monitor children's activity and involvement in sport through PE Passport.		NA – already have in place from last academic year. N/A	Registers show an increase of children participating in after school

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	3b. Teaching and non-teaching staff to offer a range of sports clubs to broaden the offer to all pupils. 3c. External tennis coach from to deliver tennis sessions. 3d. Premier Education to deliver Lacrosse and Fencing after school club.	N/A N/A TBC – Covid related.	clubs and sporting fixtures. Figures are not as high as hoped due to Covid restrictions; however sports clubs are at full capacity. Couldn't take place due to Covid 19	 Look into for next academic year.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

64%

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:
4. Employment of Sports Leader in creating a sporting culture within the school. The sports lead will continue to help enhance the offer to pupils of non-traditional sports at lunchtime and afterschool clubs. They will support the increase of physical activity across all Key Stages within extracurricular activity. This individual will also support and create more schools' teams to help create opportunities for pupils to represent the school.	4. A Sports Lead employed through the school to help develop the schools offer of: <ul style="list-style-type: none"> - Quality first teaching in PE - Afterschool clubs. - A sporting and physical culture within the school. - Help support and develop School Teams for pupils to represent. 	£12,000	Children are continuing to learn new skills and progress. Through lesson observations and learning walks, PE being taught is of a high standard. More sporting clubs are being offered after school and there has been an increase in physical activity at breaks and lunch times due to games and competitions being set up. Pupil voice has shown that children are enjoying their PE lessons and could explain what they have learnt, why they are challenging and what they have enjoyed about them.	Continue with provision.
5. Sports Awards to be issued for participation in competitions each half term– intra-school	5a. Play Leaders to develop timetable of intra-house competitions and display on PE	£300	Children are enjoying the healthy competition in school to gain sports stamps and recognition. Pupil Voice	Continue with provision.

competitions.	board. Overall house winner each half term to be announced and trophy awarded. 5b. Trophies for participation in school teams to be awarded end of year. 5c. Stickers for good sportsmanship in lessons to be given out during lessons along with Stamp card as an incentive. 5d. Sports 'homework packs' to continue to be used. 5e. Sports noticeboard to be updated with fixtures and achievements.		confirms children are engaging in intra-school competitions and enjoy participating and representing their house team within year group bubble.	
6. All staff to have the appropriate clothing to deliver PE to help support role modelling for pupils.	6. Purchase staff kit through Andy Blair for new and current staff. To ensure teachers who are delivering PE lessons or clubs are dressed for the activity appropriately and suited for the weather.	£200	Staff are wearing their kits for PE lessons, clubs, and sporting competitions. Good role models to children about the importance of wearing correct kit for physical activity.	Review and replenish as and when needed.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				17.7%
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:

7. To improve teaching and learning of PE and help support monitoring of pupil's physical activity levels.	7. As a school we have bought into PE Passport to aid teachers with the delivery of high-quality PE teaching. Implementing PE Passport as a tool for assessing, tracking participation, lesson plans for the delivery of PE sessions, and sporting events.	£599	Pupil voice: Children really enjoying their PE lessons and can feedback what they have learnt using technical vocabulary. Staff voice: Staff are more confident in having planning for each unit of work. They can keep registers of participation in competitions both inter and intra and target children in certain groups or those who haven't participated in order to ensure all children are given fair opportunities. Assessment is clear for teachers to help plan next lessons.	Continue with provision.
8. To improve teaching and confidence of all staff in delivering dance lessons	8. As a school we have an outside provider delivering dance lessons one afternoon a week throughout the school year. Class teachers/support staff are to be present in these lessons and actively take part and learn/teach alongside our provider.	£2375	Pupil voice shows children are really enthused and engaged with their dance lessons. Sports Leader is more upskilled in delivery of dance.	Review due to funding and trained Dance Teacher within school who has shared CPD across the MAC.
9. To improve confidence of all staff in the delivery of PE	9. CPD sessions from external providers: 9a) Boxercise training for both Sports Lead and PE Lead - both staff members to share resources with staff body and integrate boxercise lessons into part of the curriculum. Will also support with well-being.	£500	Staff have gained new skills and resources they are able to share amongst team and implement into teaching.	Staff voice to find areas where they need support or CPD to improve their teaching of PE.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				6.6%

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:
10. Increase the offer of a wide range of activities both within and outside the curriculum to involve an increasing number of children. Focus particularly on those pupils who do not take up the additional offer of PE and Sports clubs.	10a. Equipment purchased for lunchtime activities, PE lessons sports clubs and competitive sports. Equipment purchased for each school bubble so that lessons can still take place and adhere to the school Covid Risk Assessment 10b. Bike ability. 10c. Gaelic football. 10c. Boxercise	£1300	Audit of PE equipment carried out to ensure appropriate equipment was in place for all PE lessons on the LTP and to support with after school club. Teachers have been able to adapt lessons using STEP due to a range of equipment available. New equipment has also been purchased for the new sports introduced.	Continue to monitor. Audit of equipment at the start of Autumn 2021
11. Growth in the range of sporting activities offered. Specialist PE Practitioners to develop the variety of sporting activities that children of all ages are exposed to.	11. PE Premiere – Lacrosse and Fencing 11 a) Boxercise	TBC- Covid dependent	Unable to go ahead due to Covid-19 restrictions. Boxercise to be implemented into PE curriculum – new for children	Boxercise to be implemented into curriculum.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11%
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:
12. Membership of the Coventry West School Games Program.	Enables children to get involved in new competitions and represent the school.	£400	Registers show more children are engaging in competitive sport and competitions. CtK did well in league tables of School Games events.	Continue to monitor and continue subscription.
13. Membership of the Coventry Primary Schools Sports Association	Enables children to take part in team-based leagues and cup matches. PE lead and Sports lead to liaise with other sports leads across Coventry.	£60	Gives more children chance to take part in competitive sports.	
14. Youth Sports Trust membership	CPD, support with: Covid recovery PE curriculum; curriculum mapping; remote learning resources; 1:1 guidance on Sports Premium; CPD webinars each month.			
15. Transportation to: Swimming lessons Sportshall Athletics KS1 Gymnastics Year 4 Football Gaelic Football Dodgeball Quadkids Rounders Tennis Archery	Transport arranged so that pupils are able to attend all possible events: - Minibus hire - Lewis taxis	Est £1500 – Covid dependent £210		Continue with transport links.

Rowing Agility Biathlon Magnificent & 15. Transport to events: Rally Athletics Gaelic Swimming gala Cricket Speed stacking Footgolf Nasketball				
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Amy Jones
Date:	27.05.21
Governor:	
Date:	