

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](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, 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 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Year 3/4 and year 5/6 football clubs ran through the spring and summer terms • PE lessons led by sports coach alongside class teachers • Get Set for PE scheme introduced across the school • Children are more active at play times and lunchtimes due to activities painted onto the playground. • Lunchtime sports organised by a sports coach • Sports day for all key stages of school • Empower Squash Foundation for 12 year 5/6 girls • Increased range of competitions – basketball, football, athletics etc • Re-entered Central Warwickshire School Sports Partnership • Increased range of after school sports clubs • Swimming for year 6 children has been successfully reintroduced post Covid19. • Outdoor adventurous activity week residential for year 6 children 	<ul style="list-style-type: none"> • To improve and develop teacher pedagogy • To ensure Lillington are taking part in competitive sports and that all children have the opportunity to take part • To develop young leaders across lunchtime • To ensure children in Year are leaving Lillington being able to swim 25 metres as stated in the National curriculum • Enter more competitions organised by the Central Warwickshire Sports Partnership • Develop the range of activities to reach the 30 minutes per day target • Enhance the current dance and gymnastics provision • Increase the number of children participating in internal sports competitions • Offer staff more training opportunities • Develop the range of extra-curricular sports and clubs that are on offer • Develop links with local sports clubs • Increase range of activities for EYFS and KS1 children

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 2020/21 £0.....

+ Total amount for this academic year 2021/2022 £18,160

= Total to be spent by 31st July 2022 £18,160.....

<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>	59%
<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>	17%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	59%
<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>	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: 2021/22		Total fund allocated: £18,160	Date Updated: 28.7.22	
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? What do they need to learn and 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"> All pupils to receive 2 hours taught PE a week Fully implement 'The Daily Mile' Lessons to be more active across the curriculum (daily) All children to attend at least one club. Targeted Year 5/6 non-swimmers to participate in booster lessons All pupils to participate in an intra-competition every half term (In PE sessions) All pupils to participate in half-termly whole school intra competitions. Improve links with external clubs (at least 8) Enhance activity at lunch and break times. Introduce personal challenges 	<ul style="list-style-type: none"> Staff to incorporate at least 2 hours of PE into weekly timetable Timetabled slot for Daily Mile Identify on planning where activities can involvement Timetable of after school clubs throughout the year Assessments during swimming sessions to identify children Competition week incorporated into half termly PE schedule Half-termly whole school competition Links on school newsletter, social media accounts and website Sports leader to facilitate sports activities during break times Identify 6 physical challenges for children to work on throughout the year. 	<ul style="list-style-type: none"> £5,850 CV Life £2,400 swimming £8,775 CV Life Lunch Activities 	<ul style="list-style-type: none"> Children are participating in two hours of PE per week. One session taught by the class teacher and one session taught by a qualified sports coach. Range of after school sports clubs has increased and more children are participating in the sports sessions. There are now clubs for football (year 3/4 and year 5/6), netball (year 5/6) and multi sports (year 1/2) Get Set for PE scheme includes a competitive element at the end of each unit so more children are competing. CV Life sports coach leads lunch time sessions and has set up a range of sporting equipment to be used at break times. Links with local athletics club, squash club and football cclubs. 	<ul style="list-style-type: none"> Clubs tailored to pupil voice Engage parents in extracurricular clubs/activities Pupils leading pupils (sports leaders/sports council) Pupils running clubs. Teachers and all staff trained to teach active lessons across the curriculum. All staff aware of resources for active breaks and wet playtimes and lunchtimes Train lunchtime staff to lead range of different activities.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
<ul style="list-style-type: none"> PE objectives link to school learning behaviours Display values and behaviour expect Purchase new kits, Raise profile of PE and school sport in the community Assemblies led by pupils celebrating achievements and major sporting events. Noticeboards updated regularly Celebrate participation through certificates. Ensure that Leaders are clearly recognised. House competitions Class/year competitions Invite visitors to school as role models Sponsored events Display awards and trophies prominently 	<ul style="list-style-type: none"> Emphasise school values in PE lessons/sports clubs PE notice board in central location Identify teams that need kits Use social media, newsletter and website to report on sports Schedule sports assemblies after sporting events Add to timetable of staff actions Design and print certificates for different activities Buy caps/t-shirts for sports leaders Schedule competitions, buy trophies and bibs for kits Schedule Identify local people who can come and speak to school Liaise with sponsor/charity coordinator Buy trophy cabinet and trophies 	<ul style="list-style-type: none"> £300 Kit 	<ul style="list-style-type: none"> Get Set for PE scheme includes a social/emotional objective in each session which can be linked to the school's values. School kit was purchased to allow two teams of 12 to compete in school kit. Celebration assemblies held to showcase sports Children were given certificates to celebrate completion of range of activities – squash, athletics, basketball etc. Regular sports items in the school newsletter and social media pages. Sports day was held with competition between the house groups. Trophy was on display in prominent place. 	<ul style="list-style-type: none"> Sports Crew/ Ambassadors lead sports sessions and highlight activities. Develop Involvement of PE Governor – ensure termly meetings take place. Assemblies to share PE impact All staff show the link between school's values and ethos PE aims shared on PE policy Assemblies to share PE impact All sporting events photographed and put in newsletter and on social media.

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:
<ul style="list-style-type: none"> Enhance the knowledge, confidence and skills of staff to ensure the Quality of PE sessions are at least 'good'. Investment in a robust scheme and lesson planning for teachers PE coordinator to give clear guidance on what is to be taught. PE Coach to help improve confidence and expertise of staff. PE conference- coordinator to attend Improve knowledge of staff in more sports/ activities Children participate in well resourced PE lessons After school sport and activity clubs have good quality equipment 	<ul style="list-style-type: none"> Subscribe to Get Set for PE, share progressions, PDM time to identify qualities of a 'good' PE lesson Subscribe to Get Set for PE PDM time to share long term plan and skills PE coach works alongside teachers to develop staff Schedule and provide cover to attend the meeting Training in different skills, progressions and games Termly audit of PE equipment and order required resources Identify equipment needed for different sports/activity groups 	<ul style="list-style-type: none"> £550 Get Set for PE Scheme 	<ul style="list-style-type: none"> Get Set for PE has detailed plans for each element of PE. Staff have access to progression maps for skills so they can see where the children have come from and where they need to go next. Curriculum overview shows the range of activities that should be taught in each year, term and half term. PE coach (CV Life) works alongside the teachers to develop teaching skills and range of activities. Get Set for PE has video clips to show key skills the children should be developing in the range of different activities. 	<ul style="list-style-type: none"> Ensure all new staff are trained in Get Set for PE Regular PE focus staff meetings Share expertise amongst new staff PE coordinator to monitor regularly and send out questionnaires. Ensure all staff know all the details of Get Set for PE – progression, knowledge organisers, vocabulary, assessment etc.

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:
<ul style="list-style-type: none"> Coordinator to update each curriculum map to ensure coverage of a range of sporting activities. Improved attitudes and participation in PE All pupils will participate in 2 hours of PE per week All pupils will engage in extra-curricular PE More opportunities will be available for children to experience a range of sporting activities. Children are aware of professional/amateur competitions that take place i.e Olympics, Euros Purchase equipment to ensure resources are high quality for all 	<ul style="list-style-type: none"> PE coordinator to update the long term plan on Get Set for PE. Purchase equipment for new sports i.e. badminton, tennis, table tennis and orienteering Provide broader range of sports, better equipment, rewards etc Develop MUGA (multi-use games area) for children to use Employ specialist coaches for dance/gymnastics/street dance Develop cross curricular orienteering resource. Timetable activities and competitions that link with national competitions. 	<ul style="list-style-type: none"> £550 Get Set for PE Scheme Within CV life costs above, we receive 2 hours after school club for free 	<ul style="list-style-type: none"> Curriculum maps gives an overview of all sports/activities which need to be taught from the EYFS to year 6. Children are demonstrating an improved attitude to PE and more children are showing interest in clubs and representing the school in competitions. Empower Squash Foundation gave children access to squash - a sport many had not heard of. Curriculum map gives a broad range of sports and activities. Daily Newsround content gave children information about Commonwealth Games, Women's Euros, Wimbledon and other sporting events. 	<ul style="list-style-type: none"> Staff offering extra-curricular clubs Club links – invite local sports clubs in to do taster sessions Link to CPD – staff to learn new activities to offer e.g. yoga Engage parents in club offer

sessions			<ul style="list-style-type: none">● Increased range of extra curricular activities.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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"> All pupils to participate in Level 1 (intra)competitions throughout the year. Increased participation at Level 1 and Level 2 competitions Pupils to develop their sportsmanship, focusing on our school games values (respect, resilience, responsibility, reflection) PE Lead to develop the confidence of sports leaders and playground leaders and provide greater opportunities for students to lead, manage and officiate Enter local cluster, town, county and national competitions 	<ul style="list-style-type: none"> Join Central Warwickshire School Sports Partnership to track and monitor sports Purchase entry to level 1 and 2 competitions provided by CWSSP Regular intra school competitions (trophies, kits etc) Pay for leaders to be trained and then run competitions at play and lunch times Identify competitions that the children can enter 	Travel to competitions £450 Staffing for competitions £1,600	<ul style="list-style-type: none"> Get Set for PE scheme includes competitive element in most of the sports/activities. Key Stage 2 children entered an increased range of competitions against local schools – athletics, basketball, football, netball etc. School values took a central role in the competitive matches – valuing teamwork, honesty, respecting officials etc. Children took on more leadership roles in the competitive fixtures – captains leading warm-ups, leading post-match respect activities. Equipment purchased to ensure children had access to high quality resources for competitions. 	<ul style="list-style-type: none"> Enter the CWSS activities and competitions Enter the sports leagues that are run by local schools Pupils learning to officiate games for PE sessions, break and lunchtimes. Friendlies against other schools

Signed off by

Head Teacher:

V. Wallace.

Date:	28 th July 2022
Subject Leader:	Mat Holt
Date:	28/07/2022
Governor:	Trisha Coopey
Date:	28/07/2022