

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:

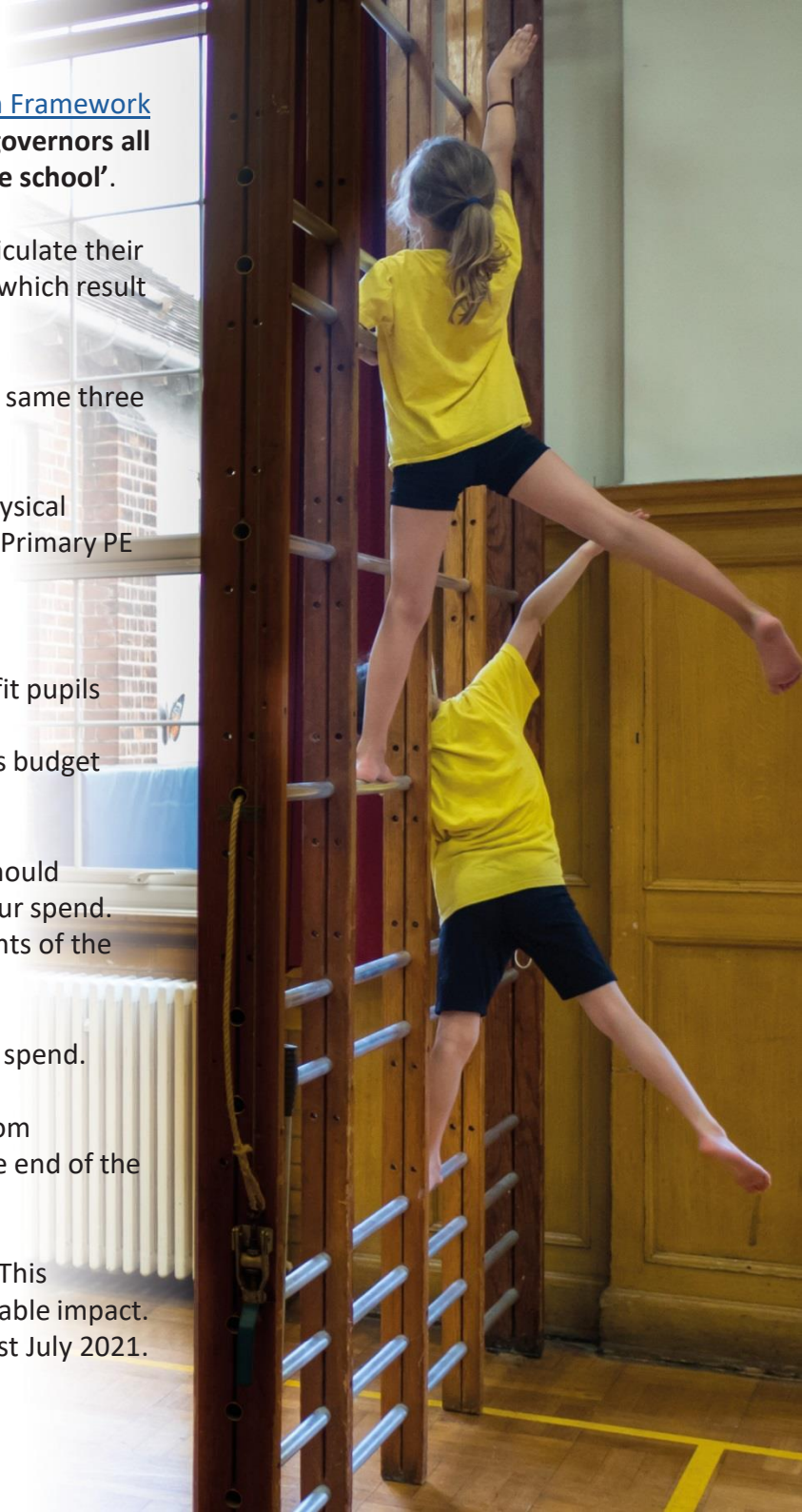
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 November 2022: | Areas for further improvement and baseline evidence of need: |
|---|---|
| <ul style="list-style-type: none"> ➤ Range of sports clubs for children Multi-sports (Years 1 and 2), Gymnastics (Years 1 and 2), Football (Years 3 and 4), Gymnastics (Years 5 and 6), Football (Years 5 and 6) ➤ Empower Squash Foundation sessions for 12 year 5 and 6 girls – squash, life skills and healthy meal weekly. ➤ Swimming sessions for year 6 children ➤ Get Set for PE scheme used for planning/progressions ➤ PE Road map developed to show pathway for progress for children ➤ Progression documents produced for key areas of PE ➤ Resources for all areas of PE improved. | <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 ➤ Enter more competitions with Central Warwickshire Sports Partnership ➤ Develop the range of activities to reach the 30 minutes per day target ➤ 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 ➤ Develop swimming provision for key stage 2 classes. ➤ Link PSHE/Personal Development with the PE objectives/whole-child objectives from Get Set for PE ➤ Increase opportunities for children to lead during PE and lunch activities ➤ Enhance the opportunities for the less active ➤ Develop the competition element at the end of each sequence of lessons |

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 2021/22 £0
+ Total amount for this academic year 2022/23 £18,160
= Total to be spent by 31st July 2023 £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> | No swimming data yet |
| <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> | No swimming data yet |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | No swimming data yet |
| <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: 2022/23 | | Total fund allocated: | | Date Updated: 24.11.22 | |
|--|---|--|--|--|--|
| 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: 55% |
| 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: £9,300 CVLife £700 | 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"> Pay for a lunchtime play leader All pupils to receive 2 hours taught PE a week 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. Enhance activity at lunch and break times. Introduce personal challenges Ensure 15 minute breaktimes are active | <ul style="list-style-type: none"> Ensure CV Life staff member leads sports activities during lunch hour. Staff to incorporate at least 2 hours of PE into weekly timetable 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 Sports leaders (children) to facilitate sports activities during break times Identify 6 physical challenges for children to work on throughout the year. Range of resources for active break times | <ul style="list-style-type: none"> CVLife CVLife CVLife £500 CVLife CVLife CVLife CVLife £200 | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> | |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|--|---|---|---|---|
| | | | | 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: £780 CVLife £220 | 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 • Raise profile of PE and school sport in the community • Celebrate participation through certificates. • Ensure that Leaders are clearly recognised. • House competitions • Class/year competitions • Sponsored events • Display awards and trophies prominently • Develop links with external sports clubs | <ul style="list-style-type: none"> • Emphasise school values in PE lessons/sports clubs • PE notice board in central location • Use social media, newsletter and website to report on sports • Design and print certificates for different activities • Buy caps/t-shirts for sports leaders • Schedule competitions, buy trophies and bibs for kits • Schedule • Liaise with sponsor/charity coordinator • Buy trophy cabinet and trophies • Highlight links with local sports clubs on website, newsletter etc. | <ul style="list-style-type: none"> • CVLife • £10 • N/A • £10 • £50 • £50 • CVLife • N/A • £100 • N/A | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|--|--|--|--|
| | | | | 12% |
| 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: £2,000 CVLife £200 | 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'. PE coordinator to give clear guidance on what is to be taught. PE Coach to help improve confidence and expertise of staff. Improve knowledge of staff in more sports/ activities 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 PDM time to share long term plan and skills PE coach works alongside teachers to develop staff Training in different skills, progressions and games Identify equipment needed for different sports/activity groups | <ul style="list-style-type: none"> CVLife N/A CVLife N/A £200 | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|--|--|--|--|--|
| | | | | 2% |
| 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: £400 | 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"> Curriculum maps to ensure coverage of a range of sporting activities. Access Empower Squash Foundation Children have taster sessions in a range of sports and activities (Inspirational workshops) Children are aware of professional/amateur competitions that take place i.e Olympics, World Cups in a range of different sports. | <ul style="list-style-type: none"> Complete curriculum maps – ensure all sports are resourced correctly Liaise with Leamington Tennis and Squash Club Liaise with local, inspirational sportspeople/clubs Teachers share sporting occasions with their classes | <ul style="list-style-type: none"> N/A £200 £200 N/A | <ul style="list-style-type: none"> | |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|---|---|--|--|
| | | | | 26% |
| 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: CVLife £4,010 £550 | 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 | <ul style="list-style-type: none"> CVLife £400 CVLife N/A £150 | <ul style="list-style-type: none"> | |

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| Signed off by | |
| Head Teacher: | Victoria Wallace |
| Date: | 08.12.22 |
| Subject Leader: | Mat Holt |
| Date: | 08.12.22 |
| Governor: | Trisha Coopey |
| Date: | 14.12.22 |

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