

Evidencing the impact of the Primary PE and sport premium

Coopers Lane
Primary School
2021-22



Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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. **All funding must be spent by 31st July 2022.**

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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£5,056
Total amount allocated for 2020/21	£21,273
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£21,310
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,310

Swimming Data

Please report on your Swimming Data below.

<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 then 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>	31%
<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>	31%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	28%
<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>	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: £21,310		Date Updated: November 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: 45%
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:
Use Physical Activity to promote learning across the curriculum.	Improvements to the playground equipment area and trim trails → training playleaders up to facilitate activities		£3,000 → £1500 spent	Climbing, balancing, teamwork and strengthening opportunities for pupils have been maximised.	
Purchase or source resources and equipment, as well as storage, to promote physical activity and eliminate lack of resources as a barrier	Additional equipment purchased to provide a wider range of sports/games during breaktimes – skipping ropes, new gym mats		£1830 spent		
Continue to provide structured play and sport opportunities for all pupils in break times	Lunchtime sports coach - Children have increased opportunities to participate in a range of activities All year		£4850 → £4940 spent	All Y5 + 6 children have a weekly lunchtime session with a sports coach taking part in a range of activities → children making positive choices about being active, extra 25 places taken in sporting after school clubs from children in Y5 + 6 since the start of the year.	Continue to offer a lunchtime sports coach providing a wider range of sports for all children in Y5 + 6.

<p>Promote healthy active lifestyles amongst all children.</p>	<p>Daily Mile and Go Noodle used across the school</p> <p>Healthy Eating' week during the summer term to raise awareness of the importance of healthy eating.</p> <p>Working towards the Healthy Eating Bronze Award – applied for in the Summer Term</p>		<p>Pupils have necessary skills and be motivated to make active choices as they develop and grow → increased uptake in sporting after school clubs from 419 places in the Spring to 463 places in the Summer term.</p> <p>Feedback from children involved shows greater understanding of the importance of healthy eating and the physical impact this has. Children choosing healthy options at lunchtime.</p>	<p>Continue with Daily Mile but with further promotion across the school. Possible whole school challenges to run a specified distance in a particular month.</p> <p>Once Healthy Eating Bronze Award is achieved, start to work towards the Silver Award.</p>
<p>Raise mental health/wellbeing awareness.</p>	<p>To increase awareness amongst both children and staff about the importance of mental health and well-being.</p>		<p>Pupils will have necessary skills and be motivated to make active choices as they develop and grow → increased uptake in sporting after school clubs from 419 places in the Spring to 463 places in the Summer term.</p>	<p>Children's Mental Health Week to continue to be celebrated and promoted, further embedding health and well-being into the curriculum</p>
<p>Ensure that the foundation stage and Year 1 pupils develop gross motor skills to prepare them for sporting activities as they develop.</p>	<p>Teachers to plan and adjust outdoor learning environment, use of the playground and sports hall, and purchase equipment and storage to support this</p>	<p>£1050 spent</p>	<p>Pupils will have the necessary gross motor skills to participate in sport and active play → a 16% increase in children meeting the expected standard for Physical Development within the EYFS curriculum over the course of the academic year.</p>	<p>Careful planning and use of the outdoor provision in Early Years and Year 1 ensures that there is a progression of activities supporting development of gross motor skills.</p>

Year 6 children given 6 weeks of swimming lessons as they missed out in the pandemic lockdowns	Each class to have 6 weekly sessions of swimming in the Summer Term	£1,750 → the swimming baths cancelled the booking 2 weeks before they were due to start.	In order to meet the requirements of the National Curriculum and Safe Rescue objectives.	All children in Y3 and 5 will continue to have swimming lessons as part of their Physical Education curriculum.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 33%
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:
Children have increased opportunities to participate in a range of different sports	Subsidised After School Clubs and Holiday Camps, with a particular focus on encouraging disadvantaged children All year	£7,000 → £6450 spent	In 2020-21 we funded 188 places for disadvantaged children in After School Clubs In 2021-22 we funded 213 places for disadvantaged children in After School Clubs, an increase of 25 places	Continue to subsidise After School Clubs and Holiday Camps for disadvantaged children to promote increased participation in a range of clubs
Provide cycling proficiency for pupils to be road confident, particularly as many pupils ride to and from school Provide scooter proficiency for pupils to be confident, particularly as many pupils scooter to and from school	Big Pedal Bikeability to be delivered in the Summer Term for Year 5 pupils Scooter Training to be delivered in the Summer Term for Year 2 pupils Regular feedback on sports results during celebration assemblies, PE notice board and also school website.		Pupils to have achieved Level 1, 2 or 3 cycling proficiency by the time they leave school → programme was unavailable this year so Bikeability didn't happen.	Bikeability and Scooter Training to continue for Years 2 and 5.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5%
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 CPD opportunities and specific training for teachers in key focus sports each term.	Gymnastics training booked for the Spring Term	£1,000 → postponed until next year due to maternity	Teachers have increase confidence of leading a broad range of sports Staff questionnaires on confidence and knowledge across PE curriculum.	CPD opportunities in gymnastics planned in for 2022/23 Teachers will confidently lead future lessons that will create effective progress, and disseminate learning with other members of staff
Join the PE Association to support the subject leader in the delivery of effective CPD	Level 6 training course for PE Lead to develop leadership skills and raise standards across the curriculum and contribute to whole school improvement Autumn Term	£115	PE Lead has been supported to develop our curriculum to be more inclusive → in the Spring term all Y1-6 children learnt parasports such as sitting volleyball and blind football.	Continued development of the PE Lead ensures that there is a continued development of the PE curriculum, promoting a wide range of sports.
PE Subject Lead monitoring the delivery and impact of PE teaching across the school	Schemes of progression and skills to be implemented fully and reviewed → support given where needed through team teaching			Look at further adaptations to our curriculum and alternate schemes of learning
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:

				16 %
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:
Provide greater range of after school sports clubs.	<p>Subsidise After School Clubs and Holiday Camps, with a particular focus on encouraging disadvantaged children to join</p> <p>Develop relationship and feeding of children into local clubs and organisations to improve grass roots competitive sport. Work with Grove Park Youth Club and the Rio Ferdinand Foundation.</p>	See Key indicator 2	<p>Pupils will develop an area of sport, and associated skills, that can be taught by an expert → increased uptake in sporting after school clubs from 419 places in the Spring to 463 places in the Summer term. 12 different sports offered to children from Reception – Y6</p> <p>Data collection from children who are attending clubs or organisations outside of school.</p>	<p>Many pupils take up the sport outside of school as a result.</p> <p>Creation of inter-school competitions for a range of sports.</p>
Improve lunchtime structure to offer a variety of sports throughout the playground to get other children actively involved.	<p>External coaches to lead sports not offered by school clubs currently.</p> <p>Children have a variety of activities to take part in during lunch and play times.</p>			Look into the use of OPAL to improve the lunchtime structure and allow children to be more active through imaginative play.

<p>To work alongside Dance experts and use observations to improve practice and deliver high quality dance teaching</p>	<p>Dance teacher one full day a week to teach children across the school, as well as provide high quality CPD to staff</p>	<p>£3500 → £3780</p>	<p>Raised the profile of dance for pupils in both Key Stages → increased dance offer in after school clubs this year, high uptake in EYFS and KS1.</p> <p>Observations show high quality lessons with clear progression of skills through the year groups.</p> <p>Pupil voice shows that children enjoy their dance lessons and there has been a positive impact seen in school performances in December and July.</p>	<p>Pupils provide inspiration to other pupils in the school and promote dance as an interest</p> <p>Teachers upskilled to teach future dance sessions</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5 %
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:
Children have increased opportunities to participate in team sports and to take part in team competitions	Football team coach and competition	£1,000 → £1640 spent	<p>Pupils can participate in sports competitions that they might not otherwise be involved in, if they don't attend a club</p> <p>The number of pupils representing the school in competitions will increase.</p> <p>Girls and Boys Y5/6 football teams played at the weekends in the local league and cup. Weekly training sessions in school → Girls team won the league and were runners up in the cup. Boys team were runners up in the league and won the cup.</p>	<p>Pupils will be encouraged to attempt other competitive sports or situations</p> <p>Pupils will be inspired to continue competing in future. Continued reciprocal and competitive opportunities in the future.</p> <p>Extend the football teams to having a Y3/4 team.</p> <p>Coach to set up inter-schools leagues with local schools in netball and other sports.</p>

Signed off by	
Head Teacher:	Paul Hooper
Date:	15 th July 2022
Subject Leader:	Emma White/Amy Riley

Created by:



Supported by:



Date:	15 th July 2022
Governor:	At next full governing body meeting
Date:	November 2022