

Evidencing the impact of the Primary PE and sport premium

Coopers Lane
Primary School
2022-23



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](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. **All funding must be spent by 31st July 2023.**

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 2023. 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 allocated for 2022/23	£21,310
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2022/23	£21,260
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£26,170 (additional cost to come from Pupil Premium funding)

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>	Data to follow at the end of the academic year
<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 2020.</p> <p>Please see note above</p>	45%
<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>	45%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	40%
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?	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: £21,260	Date Updated: July 2023	
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: 26.5% for £5634 (additional £6828 spent from the school budget)
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?
Use Physical Activity to promote learning across the curriculum.	Additional equipment purchased to provide a wider range of sports/games during breaktimes – skipping ropes, new gym mats		£1,000 → no money spent this academic year	Audit the resources needed for the next academic year and purchase with the aim of promoting physical activity across the school during playtimes.
Purchase or source resources and equipment, as well as storage, to promote physical activity and eliminate lack of resources as a barrier				
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		£4850 → £5000 spent	All Y5 + 6 children have a weekly lunchtime session with a sports coach taking part in a range of activities → 90 places at sports clubs across Y5 + 6 each term
				Continue to offer a lunchtime sports coach providing a wider range of sports for all children in Y5 + 6 and an increase in being active for the older learners ready for their transition to secondary school

Promote healthy active lifestyles amongst all children.	<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 → PE Lead to work with Science Lead to ensure curriculum coverage and promotion of healthy eating options.</p> <p>Start to work towards the Healthy Eating Silver Award</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 380 places in the Spring to 425 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 → more children from across the school choosing healthy options at lunchtime.</p>	Continue with Daily Mile but with further promotion across the school. Look into whole school challenges to run a specified distance in a particular month.
Raise mental health/wellbeing awareness.	<p>To increase awareness amongst both children and staff about the importance of mental health and well-being.</p> <p>Assemblies run by Place2Be for all children</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 380 places in the Spring to 425 places in the Summer term.</p> <p>Children going to Place2Be Autumn term = 67 self-referred sessions and 14 children receiving 1:1 sessions</p> <p>Spring term = 70 self-referred sessions and 18 children receiving 1:1 sessions</p>	Children's Mental Health Week to continue to be celebrated and promoted, further embedding health and well-being into the curriculum

Ensure that the foundation stage and Year 1 pupils develop gross motor skills to prepare them for sporting activities as they develop. EYFS outside area extended to enable more sport and active learning.	Teachers to plan and adjust outdoor learning environment, use of the playground and sports hall, and purchase equipment and storage to support this	£4,000 → £7462 spent (additional money spent from the school budget)	Pupils will have the necessary gross motor skills to participate in sport and active play → an 11% increase in children meeting the expected standard for Physical Development within the EYFS curriculum over the course of the academic year.	Continue to monitor planning and use of the outdoor provision in Early Years and Year 1 ensuring that there is a progression of activities supporting development of gross motor skills.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 28%
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	£5,500 → £5470 spent	→ 150 chn have taken funded sports club spaces this year at a cost of £5400 for the whole year based on 150chn @ £3 per session and 12 sessions per term. Plus one child funded for Holiday Sports Camp at a cost of £70	
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		Pupils to have achieved Level 1, 2 or 3 cycling proficiency by the time they leave school → 17 children took part in Bikeability cycle training during the Spring Term.	Bikeability and Scooter Training to continue for Years 2 and 5 → booking for next year to take place before the end of this academic year.

	<p>6 School bikes provided for those that need it for a half termly loan basis</p> <p>Scooter Training to be delivered in the Summer Term for Year 2 pupils</p> <p>Regular feedback on sports results during celebration assemblies, PE notice board and also school website.</p>	£500 general repair and maintenance of bikes and helmets	<p>Scooter training was fully booked so we weren't able to offer it.</p> <p>More children cycling to school on a regular basis, particularly children who do not have access to their own bike → Coopers Lane Bike Bus has increased in numbers to approx. 50 children taking part every Friday in the Summer Term.</p> <p>The School Travel Plan Survey shows that 62% of our children actively travel to school by walking, scooting or cycling.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0.5%
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:
Continued membership of 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	£115	PE Lead has been supported to develop our curriculum to be more inclusive and also to look into a new scheme that includes staff CPD	

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	£600 supply teacher cover costs for PE Lead → no money spent as were able to cover from within school	Current outdoor PE schemes looked at and reviewed. Adaptations made as necessary In depth look at a number of PE schemes has led to a new scheme being used for the next academic year → new scheme identified ready for September, which will ensure high quality CPD for all teaching staff throughout next year.	Continue to 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:
				32 %
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.	Subsidise After School Clubs and Holiday Camps, with a particular focus on encouraging disadvantaged children to join 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.	See Key indicator 2	Pupils will develop an area of sport, and associated skills, that can be taught by an expert → 11 different after school sports clubs offered with over 400 children attending them each term, from Reception to Y6 Data collection from children who are attending clubs or organisations outside of school → more work to be done on creating	Many pupils take up the sport outside of school as a result → an increasing number of children now play Creation of inter-school competitions for a range of sports.

			outside links with Grove Park Youth Club	
Improve lunchtime structure to offer a variety of sports throughout the playground to get other children actively involved.	External coaches to lead sports not offered by school clubs currently. Children have a variety of activities to take part in during lunch and play times.	See Key Indicator 1		Look into the use of OPAL to improve the lunchtime structure and allow children to be more active through imaginative play.
To work alongside Dance experts and use observations to improve practice and deliver high quality dance teaching	Dance teacher one full day a week to teach children across the school, as well as provide high quality CPD to staff	£6840 - £6840 paid	Raise the profile of dance for pupils in both Key Stages → high uptake for after school dance classes in EYFS and KS1. Observations show high quality lessons with clear progression of skills through the year groups. Pupil voice shows that children enjoy their dance lessons and there has been a positive impact seen in school performances in December and July.	Pupils provide inspiration to other pupils in the school and promote dance as an interest Teachers upskilled to teach future dance sessions

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				13 %
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	<p>Football team coach and competition – extended offer this year for Y3/4 girls and boys football teams, as well as Y5/6 girls and boys' teams.</p> <p>Annual swimming Gala for Y4-6</p>	<p>£2,000</p> <p>£500 for training and cover costs</p>	<p>Pupils can participate in sports competitions that they might not otherwise be involved in, if they don't attend a club → over the 15 matches for the Y3/4 teams, there were 18 pupils who played regularly.</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>

Provide a wider range of competitions for larger numbers of children to enter, in a range of sports	Buy membership into My School Games to increase intra-school and inter-school competitions	£265	<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>	Coach to set up inter-schools leagues with local schools in netball and other sports.
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	