

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

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 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](#).

Created by:



Supported by:



Lozells JIN School
PE and Sports provision
2021 - 2022

Key Achievements	Areas for further improvement
<ul style="list-style-type: none"> • Aston Villa Foundation online PE CPD – accessed by all teaching staff in ring-fenced twilight development session. • AVF Primary School Sport and Education program has been successfully implemented as year groups 1 – 6 have accessed high quality, expert led PE sessions over a minimum of 6 weeks. The focus for these sessions were mainly; invasion, attacking, defending, competing, manipulation and coordination. • The maintenance of effective engagement with KESSP CPD and competitions. • 4 Teachers have been trained to drive the school minibus to facilitate school engagement in competitions. • Sports club provision has returned to pre-Covid measures with clubs providing opportunities for children across school in Years 1 – 6. These have been well attended. • Positive and improved engagement in sports by children with additional SEND including successful participation in BOCCIA competitions for children in Years 3, 4 and 5. 	<ul style="list-style-type: none"> • Raise the proportion of children reaching the expected requirements in Swimming at the end of key stage 2. • Increased opportunities for children to engage in competitive sports competitions. (Key Indicator 5). • Sports coaches to train lunchtime supervisor in effective management of invasion games e.g. football/ netball etc. (Key indicator 1). • Further development of the school assessment of PE skills. • Targeted PE and sports interventions to raise achievement for specific groups of children. (Key indicator 4).

Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 9, 154
Total amount allocated for 2020/21	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 17, 821
Total amount allocated for 2021/22	£ 19, 608
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 37, 429

Swimming Data

Please report on your Swimming Data below.

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 which you can then transfer to the pool when school swimming restarts.	
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	
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. Please see note above	17%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	19%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	3%

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
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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: £ 37, 429	Date Updated: July 2022	
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 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:
<p>Children have high quality PE lessons with quality resources to be delivered weekly in all classes.</p> <p>All children to receive at least 30 minutes activity per day in addition to PE lessons.</p> <p>Children in EYFS receive high quality outdoor provision to promote high levels of physical activity.</p>	<ul style="list-style-type: none"> Replenish PE Equipment Repair PE Equipment Replenish outdoor PE/ active play equipment Sports prizes to support and promote physical activity 	£6, 490	<p>Children in all key stages are active at break/lunchtimes.</p> <p>All sports prizes were selected by children in the end of year awards.</p>	<p>Annual inspection/ maintenance requirements.</p> <p>Explore purchase of other equipment including table tennis tables.</p> <p>Additional training for LTS.</p> <p>Creation of Year 5/6 Play Leaders.</p> <p>Designated activity zones with registers to enable identification of least active children.</p> <p>Creation of 'Activity Passports' linked to Curriculum Driver – Healthy Advocates.</p>

Children have high quality PE lessons to be delivered weekly in all classes. PE planning and teaching is enhanced to meet the ability of all children. Skills are consistently being developed throughout each unit	<ul style="list-style-type: none"> • PE lessons • PE Hub planning and assessment tool used by all staff. • Whole school overview created for broad and balanced PE curriculum. • Specialist coaches deliver high quality lessons. 	£245	PE Hub planning is consistently used across school by class teachers.	Explore further use of PE Hub and links/progression of skills when coaches deliver sessions.
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:
Children to receive high quality PE lessons and achieve good progress across the PE units. Children to have opportunities to engage in high quality after school sports clubs and achieve good progress in their related skill development.	<ul style="list-style-type: none"> • Purchase Aston Villa Foundation Education in school package – academic year 2021 – 2022 and into 2022 -2023. • Map out support across the school to ensure all children benefit and all teachers receive CPD. 	£8794	Pupils received high quality lessons from coaches alongside their class teachers who were confident to support them in developing their physical abilities. Teachers found the CPD opportunities positive and could articulate their subject knowledge/ practice development. (See Sports Coaches Impact review document).	Next Steps 2022 – 2023: Continue with AVF education programme for a second year – ensure that teachers work alongside other coaches to broaden skillset across sports. Target specific groups of underachieving children for after school club/ targeted coach intervention within sessions. Explore costings for school-based coach.

All children to take part competitively alongside their peers in a range of physical activities.	<ul style="list-style-type: none"> National School Sports Week to take place in the Summer term across the whole school. 	NA	Rescheduled due to extreme hot weather.	Review and evaluate when complete to inform future Sports Weeks. Conduct a pupil voice to gain understanding of which events/activities will be done. Questionnaire to be staff and children to show which children participate in after school clubs to target for certain competitions.
Children to receive high quality PE lessons and achieve good progress across the PE units.	<ul style="list-style-type: none"> PE Leader TLR and CPD to ensure effective monitoring of the quality of teaching and learning in PE. 	£1,171 TLR £150 supply cover PE lead release time.	CPD time and training has been valuable to ensure PE lead is clear on expectations and that completion of essential admin work surrounding establishment of coaches.	Use of release time during PE sessions to evaluate quality of teaching and to target key under performing groups. Scheduled

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:
All teaching staff to receive CPD through specialist coaches to deliver high quality lessons.	Staff to receive opportunities to team teach with specialist coaches: <ul style="list-style-type: none"> KDDK – Dance provision Positive PE - gymnastics provision Aston Villa coaches – variety of sports. (Costed in section above). 	£10, 120	Pupils received high quality lessons from coaches alongside their class teachers who were confident to support them in developing their physical abilities. Teachers found the CPD opportunities positive and could articulate their subject knowledge/ practice development.	All teachers and children to receive a different specialist coach which will be different each year to enable teachers to broaden their CPD. Next Steps 2022 – 2023: School will seek to engage with coaches specialising in

			(See Sports Coaches Impact review document).	other sports – cricket/ yoga.
All teaching staff to receive CPD through specialist coaches to deliver high quality lessons. High quality, up to date PE lead CPD.	<ul style="list-style-type: none"> Staff to receive opportunities to team teach with specialist coaches: KESSP 	£6, 950	<p>Pupils received high quality lessons from coaches alongside their class teachers who were confident to support them in developing their physical abilities. Teachers found the CPD opportunities positive and could articulate their subject knowledge/ practice development.</p> <p>(See Sports Coaches Impact review document).</p>	<p>Next Steps 2022 – 2023:</p> <p>Assessment priority – underperforming groups to be identified.</p> <p>Support from KESSP on developing whole school PE assessment.</p> <p>Twice yearly survey to staff to highlight CPD priorities. (Autumn 1 and Spring 1).</p> <p>PDM whole staff session to be planned strategically to meet this priority.</p> <p>Creation of links with Holte secondary school – training and teaching sessions led by expert coaches.</p>
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:

A group of vulnerable and children eligible for Pupil Premium will be able to engage in Sports and well-being sessions during one week of the Summer holidays.	<ul style="list-style-type: none"> Organise Aspire Summer Holiday Sports and wellbeing provision 	£2, 250	40 Lozells children attended – many being siblings. The children attended well and enjoyed the wide variety of engaging sessions on offer. The lead coach was very professional. Members of Lozells school staff team supported children with SEND needs to ensure good inclusion.	This was funded through Sports Premium and Pupil Premium budgets. Continuation is to be discussed at SLT – perhaps a Sports Club funded through HAP project would be feasible.
All children across the school Reception to Year 6 are to be given the opportunity to engage in high quality dance lessons led by an expert teacher.	<ul style="list-style-type: none"> Purchase KDDK – Dance provision 	(Costed in section above).	High level of challenge. Sessions were accessible by all the children with teachers commenting on positive engagement from children with SEND needs. (See Sports Coaches Impact review document).	Focus group for children needing to develop key skills – a group of boys in Year 5. This could be an after-school provision perhaps in which the boys get to share their ideas about dance genre etc.
All the children in Year 1 are to be given the opportunity to learn ballet skills.	<ul style="list-style-type: none"> Birmingham Ballet Dance Track <p>Organise workshops and auditions where children learn ballet skills and have opportunity to join the ballet team.</p>	£310	Children learned about flexibility, posture and coordination. There were high levels of engagement in the sessions.	Yearly programme. If successful, pupils will take part in ballet classes outside school.
Children to have the opportunity to compete against children from their year group. Children develop important life skills such as confidence, team work, determination and a passion for sport.	<ul style="list-style-type: none"> Sports Day to arranged during National Sports Week for all children to take part. 	NA	Rearranged due to extreme hot weather. Autumn Term 2022.	Plan more regular whole-school/inter phase sporting competitions across the year.
All children have the opportunity to engage in a range of sports clubs.	<ul style="list-style-type: none"> KESSP Partnerships Positive PE - gymnastics provision Aston Villa coaches – 	(Costed in section above).	251 children engaged in clubs (some children in more than one club). Example of impact: 'Sessions included a variety of	Children to develop skills across the year and continue to take part in competitions.

	variety of sports. (Costed in section above).		movement, thinking and communicating skills that are the foundation of different sports or physical activities. Sessions were well attended and were delivered by a sports coach. Had an impact on fine motor skills and behaviour in the phase.' (See the Sports Club Impact report).	
All children to have the opportunity to engage in outdoor activities within the rural setting of the Brighthouse project. This will promote a love of the great outdoors and teach children important safety rules about rambling/exploring the countryside.	<ul style="list-style-type: none"> Purchase Brighthouse provision 	£1, 500	Successful sessions led by a number of year groups. Children engaged in outdoor orienteering and physical team building activities.	Plan for Year 6 residential and make links with local projects/business to Brighthouse to provide children with opportunities to include outdoor adventurous canoeing/ Kayaking/abseiling etc. Widen parental knowledge of these opportunities. Could parents attend for some of the activities to engage in physical activities alongside their children?

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				% (Costed in section above).
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:
<p>A range of competitions arranged for children to compete in with partnership schools.</p> <p>Children develop important life skills such as confidence, team work, passion and determination.</p> <p>Children will compete in a new environment against other individuals.</p>	<ul style="list-style-type: none"> • KESSP Partnership subscription. • B2022 Common Wealth free opportunities 	<p>(Costed in section above).</p>	<p>Additional staff have been trained to drive the minibus – this has enabled greater involvement as it has reduced the financial/ transport barrier.</p> <p>77 children engaged in a number of sports competitions including the following sports: water polo, dodgeball, rowing and step ups. Feedback from teachers included: ‘Confidence, teamwork and competitiveness were all skills that were demonstrated by the pupils. The activities displayed a high level of changing and they competed against other schools’ (See the Sports Competitions Impact report).</p>	<p>Next Steps 2022 – 2023:</p> <p>Even further engagement in competitions – strategically map out on school calendar. Ensure a wider range of children get to engage – review attendance lists and achievement data and select target children. School to make links with local/ consortium primary schools and leagues to generate opportunities outside of KESSP to promote sustainability. School could liaise with Holte in using sporting spaces to host games/competitions.</p>

Signed off by	
Head Teacher:	Avnish Dhesi
Date:	July 2022

Subject Leader:	Completed by J. Merritt DHT
Date:	July 2022
Governor:	
Date:	