

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



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 2021/2022, 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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£19,052
Total amount allocated for 2021/22	£17,270
How much (if any) do you intend to carry over from this total fund into 2022/23?	£19,120
Total amount allocated for 2022/23	£17,235
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£36,355

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 2022. Please see note above	57%
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	57%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
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: 2022/23		Total fund allocated: £29,009.36 (78%)		Date Updated: June 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: 84%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
1. All pupils take part in at least 30 minutes of structured physical activity every school day.		<ul style="list-style-type: none"> • Each class has 2, 1 hour PE lessons a week. • Movement breaks used throughout the day. • Structured physical activity timetabled for break and lunch times. • Structured Physical activity available during breakfast and after school clubs. • Pupils' daily activity is tracked using YST heatmap. • EYFS – continual access to outdoor area and structured physical development activities • CPD for EYFS staff regarding improving provision of outdoor area • Year 1 – opportunity for physical activity maximized by having their own gated outdoor areas which included equipment such as adapted bikes. • New equipment to support structured physical activity at break times, 		Sports Engagement Manager £8809 Playtime equipment £15,293.60	
				<ul style="list-style-type: none"> • All pupils engage in regular movement breaks which has a positive impact on behaviour and boosts mental health and well-being. • Children understand how exercise can benefit mental health and wellbeing. • Break/lunchtime physical activity rota allows each class access to a range of structured activity at least 3 times a week. • Through extracurricular and outdoor leaning opportunities children have been introduced to new sports, some of which are not in the planned curriculum • Pupils have time each day, especially in EYFS, to practice and develop fundamental movement skills and physical literacy. 	
				<ul style="list-style-type: none"> • To continue and share good practice between staff. • Lunchtime and breaktime provision be continued and new activities to be included – Giant board games. • Additional structured lunchtime clubs to be included. • Provide structured lunchtime club using SBITC. • Use pupil voice to establish further opportunities. 	

	<ul style="list-style-type: none"> • New Netball post and basketball post purchased and installed. • Sports leaders to lead break time and lunchtime activities. • Lunchtime clubs established – speed stacking, running. • Wide range of after school clubs available. 		<ul style="list-style-type: none"> • Fundamental movement skills and physical literacy prioritized, especially in EYFS and KS1. • The wider variety of sports on offer has increased participation. • New outdoor equipment purchased. • Up take for after school clubs is over 80% for KS2. 	
2. All children to access 2 x 1-hour high quality PE lessons a week.	<ul style="list-style-type: none"> • Timetabled sessions for each class, including use of school hall to ensure weather does not disrupt provision. • Indoor and outdoor lessons to ensure broad coverage of skills. • Ensure we have a wide range of resources. • Annual subscription to PE Hub. • Whole school LTP which has clear skills progression and is well balanced and broad. • LTP includes dance, gymnastics, invasion games, net and wall games, strike and field games and athletics every year, for every class. • PE Vision statement and lesson non negotiables established and shared with all staff. • PE leader complete whole school observations and feedback, including areas for development. • Effective teaching of PE staff meeting delivered. • Class teachers teach both PE lessons to improve quality of teaching and learning. • All teaching to follow set structure which includes Remind Roux and focus on oracy and vocabulary. • PE Key vocabulary display in hall – 	PE Hub subscription £350	<ul style="list-style-type: none"> • A progressive, strategic curriculum allows children to build skills and knowledge year on year. • Children experience a wide range of sporting opportunities including gymnastics and yoga to badminton and handball, Boccia and Kurling. • Children have access to a wide range of sporting equipment, including inclusive sports e.g., Boccia, Kurling, Archery. • All lessons are inclusive due to the wide range of sporting equipment available. • Adaptive teaching is achieved using the STEP principle, raising participation and achievement for all children. • PE Hub includes full lesson plans as well as skills videos to ensure high quality teaching. Subsequently, children are taught via well planned lessons, formulated by external experts. • Experienced teachers can adapt plans for classes and individuals. • Progression and assessment documents ensure skills are built upon. • Physical Literacy and developing 	<p>Class teachers continue to teach all PE.</p> <p>PE lead to continue to establish curriculum on a cycle to ensure skills are built on and follow the progression skills map.</p> <p>PE Lead to teach 2 classes PE as part of cover.</p> <p>CPD for gymnastics</p> <p>Increase Swimming offer.</p>

	<p>links with SDP</p> <ul style="list-style-type: none"> •Children in Year 4-6 attend swimming lessons. •KS 2 focusses on teaching principles and rules of specific sports 		<p>fundamental movement skills is an integral part of EYFS and KS1 curriculum, raising attainment.</p> <p>Physical Development data: Nursery: 83% Reception: 88%</p> <ul style="list-style-type: none"> •Pupils in KS2 understand skills needed and the basic rules of a wide range of games. 	
<p>3. Increase participation in inter and intra school competitions and festivals.</p>	<ul style="list-style-type: none"> • School games subscription • SEND ACTIVE Subscription • Host events • Provide opportunity for Inclusive events. • Competitive sport matches to be organised through Small Schools city football league through CPSSA. • Inter house school sport competitions delivered by sports coach. 	<p>Sports Engagement Manager</p>	<ul style="list-style-type: none"> • Pupils get the opportunity to engage in structured physical activity with pupils across school, developing relationships and cohesion. • Pupils Children have had the opportunity to play competitive sports against local schools. •Hosting competitions has allowed increased participation of our pupils. •Selected children accessed inclusive tennis initiative run by LTA. •A variety of Intra school competitions held. •All Pupils (including SEN and PP) access intra school competitions. •Most children access inter school competitions. Participation is high. •We have competed in School games and SEND Active competitions. 	<p>To strengthen links with existing providers.</p> <p>Continue to subscribe to SEND Active and School Games competitions.</p> <p>To enter teams in local leagues</p> <p>To enter the local schools X country competition</p> <p>Develop link with SBITC to broaden the offer of half termly intra-school competitions. KS1 competitions to focus on fundamental movement skills and physical literacy. KS2 to engage in full game play. Half-termly competition program to be developed which incorporates all strands of PE – invasion games, strike and field, net and wall, athletics. Intra school competitions also to be linked to and promote school values and school games value.</p> <p>To increase the club offer for KS1 children.</p>

				Forest school inclusive festival to be investigated.
4. Increase participation in extracurricular clubs.	<ul style="list-style-type: none"> • Increase extracurricular offer: taekwondo, gymnastics, dance, Forest School, board games, football, tennis Links established with local providers including SBITC. • Track whole school participation, including context groups – specifically targeting Pupil Premium children. • Subsidise extracurricular clubs for disadvantaged children. • Use pupil voice to ensure most popular clubs are prioritised. • Children to be signposted to local clubs. • Rent school facilities to local sports clubs. 	Club coaches £286.67	<ul style="list-style-type: none"> • Wide range of extra-curricular activities available throughout the week have increase participation. • Lunchtime club offer developed, increasing participation. • External providers provide specialist provision, providing more able athletes with challenge and opportunity for inter school competition. • Pupils have progressed through sport community pathways. Including local clubs and higher-level clubs. • Data to be used to provide targeted provision. Disadvantaged children targeted leading to increased participation: • 70% of disadvantaged children have taken part in an extra curricula activity. • 81% of KS2 children accessed an extra-curricular club. • Local clubs training on site means outside of school sport is more accessible for our families. 	<p>Pupil voice used to continue to drive offer.</p> <p>To increase extracurricular offer for KS1 children.</p> <p>Continue to Increase lunchtime offer.</p> <p>To sustain and create new successful links with local sports clubs. (Including renting of school field/hall)</p> <p>Utilise more outside providers for extracurricular to provide high quality coaching.</p>
5. Provide opportunities for active learning in all lessons.	<ul style="list-style-type: none"> • Subject leaders to plan opportunities for active learning, within the whole curriculum. • Forest school trained member of staff to assist subject leaders in incorporating outdoor learning into LTP's. • Forest school expert to lead EYFS Forest school session each week. • EYFS outdoor areas to be improved. 	£0	<ul style="list-style-type: none"> • Across the curriculum children participate in active learning e.g., PSHE connect us games, active Maths. • Outdoor learning opportunities are maximized across the curriculum for all children. • Active Maths lessons accessed by all pupils at least once a half term. • Pupils regularly engage in physical 	<p>EYFS outdoor area to be redesigned, new equipment installed.</p> <p>Outdoor learning to be embedded across the curriculum.</p> <p>Outdoor learning CPD for lead staff</p>

	<ul style="list-style-type: none"> • Local Area Visit to be defined and policy created to encourage active learning in the local community and outdoor spaces. 		<p>activity, e.g. local area walks, walking children to local school for sporting matches or other.</p>	<p>Forest school area to be developed and forest schools to be integrated into the curriculum. Investigate funding for Forest school. Year 1 outdoor are to be improved.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 1%
Intent	Implementation		Impact	£200
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:
1. Raise the profile of PESSPA across school and use it to actively promote the schools core values and encourage children “to be the be they can be.”	<ul style="list-style-type: none"> • Extracurricular activities • Celebratory whole school festivals. • Participate in external competitions and festivals. • Participate in Schools games and SEND Active events which focus on School Games Values e.g., dodgeball. • Sports leader roles • PE display board • Display sporting club links and sporting/PA opportunities on school notice boards and newsletters. • Use sport to teach School values - FRIEND • Use sport to emphasize the importance of uniform and being well presented. • Message regarding smart/correct PE uniform is included in the bi-weekly Newsletter. • Sporting star award included in end of year awards ceremony. 	Included in subscriptions and Sports Engagement Manager	<ul style="list-style-type: none"> •Curriculum action plans are linked to whole school values. •Whole school values are embedded into every aspect of school life. • Pupils receive a holistic education creating well rounded learning. •PE used to improve critical thinking skill -OAA (problem solving). •Gross motor skills are developed through the wide range of opportunities available and plethora of resources available. •Social skill, - children learn to work as a team, support each other, coach each other, children build friendships. •PE teaches learners to have increased confidence, resilience, perseverance, adaptability, ability to reflect, self-confidence. These skills transfer across the curriculum. •Personal skills – children learn to take care of equipment, how to store it correctly, how to get changed and dress themselves. •Sports leaders are active members of the school community and provide children with the opportunity to develop 	<p>A clear plan for Intra – school competitions which link explicitly with a school value and School Games values.</p> <p>To continue to use sport opportunities to celebrate school values.</p> <p>To participate in all external sporting festivals which promote values.</p>

			<p>responsibility and leadership skills.</p> <ul style="list-style-type: none"> • Pupils are encouraged to look smart for PE, wear the correct kit. • Pupils discuss sportsmanship, stewardship and understand that at external competitions they are ambassadors for school. <p>Year 6 learn life skills on residential trip.</p>	
<p>2. Offer a broad, balanced and rich curriculum which instills a love for PE and Sport, encourages pupils to engage in sustained activity for life and promotes cultural capital.</p>	<ul style="list-style-type: none"> • Well-structured PE curriculum, which includes all strands of PA. • Clear vision statement for PE. <p>Whole school sporting/physical activity events</p> <ul style="list-style-type: none"> • Home fitness challenges • PE and PA to permeate the whole curriculum offer. • Children in Years 4 5 and 6 attend swimming lessons for 1 term each year so all children experience at least 2 terms of swimming lessons whilst at Howes. •Swimming lessons at local leisure center to encourage sporting participation in the local community. •ROH dance workshop participation •Visit to ROH to see The Nutcracker. 20 children (including many disadvantaged) visited The Royal Ballet • Leadership opportunities <p>Enrichment opportunities and extra-curricular clubs are subsidized for disadvantaged pupils.</p>	£200	<ul style="list-style-type: none"> •All children participated in annual sports day and other whole school sporting events such as Memorial Mile for Cancer Research. • Pupils participated in city wide initiatives, such as Coventry Children Mile •Year 6 attend 4 night residential at DYM •Swimming lessons accessed by all children in Years 4, 5 and 6 •Swimming lessons moved to Alan Higgs as it is more local facility. •Homework activities encourage engagement in physical activities. • Pupils learn how to engage in physical activity which interests and inspires them. • Pupils Children are aware of opportunities available in the community and experience visiting local facilities. •Uptake of after school clubs is outstanding for KS2 pupils (81%) and disadvantaged children (70%) 	<p>Plan and track participation in intra school events.</p> <p>Provide increased opportunities to watch live professional sport.</p> <p>Extend the swimming offer so that children begin in Year 3 and access lessons for 3 terms across 3 years.</p> <p>Collect and track participation data for enrichment offer and extra-curricular clubs.</p> <p>Develop forest school provision into curriculum.</p> <p>Access RFU/SBITC community days to provide specialist coaching for pupils.</p> <p>Explore use of school hall/field for other community sport/physical activity – Zumba club etc</p> <p>Extend residential experiences to Years 3 and 4.</p>

<p>3. Sport and PE is celebrated in School and across the wider school community.</p>	<ul style="list-style-type: none"> • Sport celebration /achievement assemblies • Sport competitions, festivals and PE are celebrated in the bi-weekly newsletter. •Enrichment offer is detailed on the website. • Sport, PE and enrichment offer are celebrated on social media. • Sports leaders roles are integral to school life and seen as valued and respected leadership roles which pupils aspire to. •Sports leaders are adequately trained. • Use school reward systems e.g. house points to celebrate success in intra sports competitions. • Extracurricular clubs create performances, give demonstrations of their learning in assemblies and performances to parents – taekwondo, dance. • School field is rented out to local football teams. 		<ul style="list-style-type: none"> •Children feel that their contribution to school life is valued. •Sporting successes are shared and celebrated with the whole school community so that children know it is important and valued. •Sporting success is held in high regard by all members of the school community. • “Sporting Success” trophy for nominated child in each class, presented at an awards evening. •Sports noticeboards detail fixtures and photos of events. •Sporting events are celebrated on social media and in the newsletter raising sporting profile. •School football teams easily accessible to our children as onsite training. •School is promoted in the local community. Local teams train and play matches on weekends and evenings – raising the profile of the school in the local community. 	<p>Continue to celebrate sporting success with the whole school community through assemblies, displays, newsletters, social media.</p> <p>Sports leaders to contribute to newsletters.</p> <p>Sports Leaders to organize, lead and promote a whole school event.</p> <p>Improve training for Sports Leaders.</p>
<p>4. Increased attainment in PE leads to increased whole school improvement.</p>	<ul style="list-style-type: none"> • Active learning encouraged in all areas of the curriculum. • Increased equipment available • All opportunities for physical development are utilized. • The raised profile of PESSPA across school means that all adults in school ensure physical development is a priority. 	<p>£0</p>	<ul style="list-style-type: none"> •Physical Literacy and fundamental movement skills are an integral part of EYFS and KS1 curriculum, raising attainment. Physical Development data: Nursery: 83%, Reception: 88% • Healthy body, healthy mind – children are ready to learn. • Pupils with SEND specifically, SLCN have benefited from the increase in active learning opportunities. Improvement of gross and fine motor skills improves handwriting and cutting skills. 	<p>To raise EYFS PD data to at least 85% for Nursery and 90% for Reception.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				1%
Intent	Implementation		Impact	£350
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:
1. Raise the quality of PE teaching throughout the school and ensure skills progression.	<ul style="list-style-type: none"> • PE Lead is a PE specialist with coaching qualifications and PE/Sports Science degree. • LTP for whole school is well developed ensuring progression of skills and • LTP is well balanced, including gymnastics, dance, field and striking games, net games, invasion games and athletics. • Subscription to PE Hub. • Use video links to improve skills delivery. • To use PE Hub Leaders Toolkit to support PE lead in delivery CPD • PE HUB progression of skills map shared with staff. • PE hub PE vocabulary used, shared, and displayed in school. • Use of technology and online learning to develop staff confidence. • Use of SGO's to inform and develop PE team. • School Games and SEND ACTIVE 	PE Hub subscription £350	<ul style="list-style-type: none"> • The whole school follows LTP and uses PE HUB. • 3-year skills progression cycle established to ensure skills progression. • Skills are outlined in individual lesson plans and built upon throughout the sequence. • Class teachers teach PE across school ensuring high quality teaching for all pupils. • Staff have attended dance CPD. PE modelled PE lesson for all staff, emphasising skills progression. Modelled lesson included all non-negotiables. • PE Lead engages in regular meetings with SGO to ensure good practice and improve provision. 	Access Gymnastics CPD Staff questionnaire to be completed to identify CPD needs.

	competitions embedded in curriculum LTP			
2. Train staff so that they are confident teaching all abilities including those with specific sporting talents and children with additional needs.	<ul style="list-style-type: none"> • Teachers to teach PE across school. • PE Lead to deliver PE lesson staff meeting • Non-negotiables for PE lessons created and shared with staff. • PE vision created and shared with staff. • SGO and Send Active team to provide support to ensure an inclusive curriculum. • STEP principal to be applied by all staff to differentiate lessons. • PE Hub lessons to be used by all staff. • Use external providers to upskill staff. • HRB share inclusive practice from SEND Active events with PE lead to inform CPD 	£0	<ul style="list-style-type: none"> • Pupils have accessed School games competitions and SEND Active competitions, creating good links with local SEN schools. • Staff have attended Send Active games events so that they can observe best practice. • Staff attended inclusive dance training. • Staff CPD delivered by PE lead, including a model lesson to demonstrate good practice, including applying the STEP principle to all PE lessons. 	<p>To ensure that children who show an exceptional skill in PE and sport are suitably challenged.</p> <p>Investigate further inclusive practice training.</p> <p>Continue to sue SGO and Send Active coordinator to advise.</p> <p>HRB staff to disseminate inclusive practice seen at SEND active events to staff.</p>
3. Increase the quality of Dance teaching	<ul style="list-style-type: none"> • Dance CPD for teachers • Children to participate in city wide dance program. 	£0	<ul style="list-style-type: none"> • Pupils attended ROH to see Nutcracker performance • Year2 / 3 teacher attended dance CPD and delivered ROH dance unit to class. • Pupils participated in city ROH inclusive dance project. • Pupils showcased their learning to a city-wide audience at Coventry Cathedral. • Pupils have had opportunity to perform in front of city-wide audiences, raising self-confidence, self-efficacy and achievement 	<p>To continue to engage with ROH dance projects.</p> <p>Increase the quality of gymnastics teaching</p>

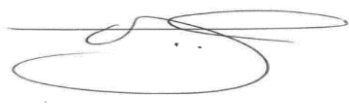

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				11%
Intent	Implementation		Impact	£3,220.09
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to 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:
1. Ensure that all Year 6 leavers can ride a bike safely.	<ul style="list-style-type: none"> •Cycle training for Year 6, delivered by external provider. 	Pending payment	<ul style="list-style-type: none"> •All school leavers can ride a bike safely off the road. •Those school leavers who can ride competently leavers have been taught road awareness by trained instructors. 	Extend cycle training offer to ensure that all children can ride a bike before they get to Year 6. Year 6 to focus on riding a bike safely on the road – level 2 training. Year 5 children to attend learn to ride a bike and Level 1 cycle training. Ensuring all children can ride a bike to remain a key priority.
2. PE Curriculum is broad and varied and insights curiosity and excellence.	<ul style="list-style-type: none"> •LTP is broad and varied, competition elements are embedded. •PE Hub offers a broad and varied range of sports and games. •Competition is included but does not dictate. •All year groups are taught gymnastics, dance, invasion games, net and wall games, strike and field games and athletics. •Children experience individual and team games. •The LTP offers opportunity for 	Included in annual subscriptions.	<ul style="list-style-type: none"> •Pupils are taught National Governing body modified games such as Netball High 5. •Pupils are better able to master skills and apply them to different sports and games. •Pupils’ physical literacy and fundamental movement skills are improving. •The LTP ensures that KS2 children have had experience of a wide range of sports including Volleyball, Badminton, Boccia, Tague rugby etc ensuring children leave Primary 	Monitoring of delivery of LTP across school. Develop 3-year curriculum cycle Equipment audit to be completed.

	<p>competition against others and yourself – personal achievements.</p> <ul style="list-style-type: none"> •Children experience activities beyond the National Curriculum including calming strategies / wellbeing/ critical thinking activities such as– Yoga, skipping, creative problem-solving activities •New equipment purchased to enhance teaching of fundamental movement skills in KS1 •New Kurling equipment purchased <p>Planning includes the opportunity to reflect and evaluate on performance.</p>		<p>School with the knowledge to succeed in PE and Games at Secondary School.</p> <ul style="list-style-type: none"> •Opportunities to coach each other are included in planning. •Pupils have the opportunity to use ICT e.g. recording themselves performing and then evaluating themselves. •Pupils are acquiring new skills and knowledge at an increased rate. •Pupils can evaluate their own performance and others, identifying key skills and offering coaching on how to achieve the next steps. 	
<p>3. A broad range of structured sport and physical activity is available during breaktime and lunchtime.</p>	<ul style="list-style-type: none"> •Purchase new outdoor equipment. •Rota sport and PA for Lunchtime and break time •DRA’s and Sports leaders to lead structured activities. •A broad range of lunchtime clubs are offered – led by teaching staff – running club, speed stacking. 	<p>Payment pending</p>	<ul style="list-style-type: none"> • Pupils Children learn to play with each other, social skills are developed. • Pupils get to play sport with children throughout school – more able are challenged by older children. •All children have access to structured physical activity at break and lunchtime. •Develop a culture of inclusivity. •Unwanted behaviours are rare at break and lunch times as children are engaged in meaningful activities. • Pupils are acquiring new skills and 	<p>SEND TA’s to support lunchtime offer using sport to develop targeted children with social interaction needs.</p> <p>Increase lunchtime club offer by utilizing specialist outside coaches (SBITC).</p>

			<p>knowledge at an increased rate. break times and lunchtimes as</p> <ul style="list-style-type: none"> • Pupils have learnt new sports/skills • Pupils fine and gross motor skills are improving. • Increased opportunity to develop fundamental movement skills is leading to improved performance. • Pupils are better able to master skills and apply them to different sports and games. • Pupils are learning that exercise boost mental health and concentration and relieves stress. 	
<p>4. Swimming lessons to be accessed by 1/3 of pupils.</p>	<ul style="list-style-type: none"> • Swimming lessons accessed by all pupils in Years 4, 5 and 6. • All children attend for 1 term. Year 6 attend Swimming lessons for the second consecutive year. 	<p>Transport £2415</p>	<ul style="list-style-type: none"> • Some pupils have experienced swimming baths and swimming for the first time ever. • All children in Years 4-6 are now confident to get in the water. • Many children are now swimming without a flotation device at a younger age. • An increased number of children can swim 25m 	<ul style="list-style-type: none"> • 2023-24 increase Swimming offer so that children in Years 4 and 5 also attend for 2 terms across 2 years. • Increase the swimming offer to include Year 3. • To accelerate progress, employ a third coach each week so that the non-swimmers groups are smaller in number. • Swimming remains a key priority for KS2 pupils.

<p>5. Children to have opportunities to participate in sport in the community.</p>	<ul style="list-style-type: none"> •Swimming lessons at Alan Higgs as it is a more local venue. •Effective use of wider environment – leisure centres. • Extracurricular clubs are delivered by club coaches from the local community. •Through the School Games and SEND Active Games pupils access sporting trips/experiences in the local community. •PE team to identify G&T children and signpost them to attend clubs. To let school facilities to local community sport clubs 	<p>Transport £805.09</p>	<ul style="list-style-type: none"> •Performing in dance programs at Coventry cathedral. •Pupils accessed swimming at local leisure centre •Children and families are encouraged to be more active at home – opportunities are shared through the school newsletter and physical activity home challenges are set. •Pupils access local recreational areas a part of local area visits. •Pupils and families attended the Childrens Mile in the local park. •Increased numbers of children are joining local sports clubs including gymnastics and football. Increased numbers of children are accessing private swimming lessons in the local community. •Raised awareness of sporting opportunities in the local community. Sports clubs using school facilities means more children can access them. •Families using school facilities outside of school hours is raising school’s profile. 	<p>To continue to use local coaches to deliver extracurricular opportunities.</p> <p>To investigate new extracurricular opportunities.</p> <p>Each class has a PE out of school wellbeing experience.</p> <p>Work with SGO to access facilities at CV Life centres.</p> <p>To monitor participation in sports clubs outside of school by undertaking an online poll</p> <p>To increase lettings to community sport clubs.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
Intent	Implementation		Impact	£850
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:
1. Participate in School Games and SEND Active competitions.	<ul style="list-style-type: none"> •School Games subscription •SEND Active annual subscription •Participation to be monitored by PE Team 	SEND Active £450 School Games £375	<ul style="list-style-type: none"> •Competed to a higher standard because events are prepared for in advance through curriculum lessons and or through after school clubs. •Increased percentage of children accessed competition •Pupils have experience playing competitive sport •Pupils demonstrate school values 	Develop the after school offer so that it prepares for competitions. To finish in the top 5 for at least 2 competitions To finish in the top 3 in the city in at least one event. To accurately record participation by creating a central register for all competitions.
2. To participate in inter school competition	<ul style="list-style-type: none"> •To establish a network with local school PE leads. •To enter Coventry small schools' boys and girls football leagues. 	CPSSA £25	<ul style="list-style-type: none"> •PE Lead has established good links with local schools •Pupils in Year 4, 5, and 6 have had the opportunity to compete in inter school football matches. •Pupils have experience playing competitive sports. Pupils demonstrate school values	To enter local leagues for other sports. To offer engage in friendly competition with local schools – offering interschool competition to a wider number of pupils.
3. Key Stage 2 intra-school competitions to have a focus on competitive sport.	<ul style="list-style-type: none"> •Termly intra-class, inter-class, inter house competitions. •Participation to be monitored by •Sports Engagement Manager. Sports day – inter house competition.	Included in sports engagement Manager	<ul style="list-style-type: none"> •Intra school competitions accessed by all children •Pupils are taught core values such as teamwork, resilience, courage, perseverance as well as school and School Games values. 	SBITC to deliver termly intra-school sport competitions. KS2 to engage in full match play. Competition program to incorporate all strands of PE (invasion games, strike and field, net and wall, athletics) to ensure children experience a broad range of competitive sport. Intra-school competition to be linked to school and school games values.

Signed off by	
Head Teacher:	
Date:	12/9/23
Subject Leader:	
Date:	12/9/23
Governor:	
Date:	12/9/23