

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 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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£19,315
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19,100
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	All allocated funds will be spent by 31 st July 2022.

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 2020.</p> <p>Please see note above</p>	66% (10% increase from the last set of collected data in 2018/2019 = 56%).
<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>	66% (10% increase from the last set of collected data in 2018/2019 = 56%).
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	66% (66% increase from the last set of collected data in 2018/2019 = 0%).
<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: 2020/21	Total fund allocated:	Date Updated:		
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: 54%
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 are educated and can reflect on the value and benefits of healthy life style choices and make decisions leading to daily physical activity.</p> <p>-Ensure our high quality, active PE lessons and school sport offer develops competent and confident children that are inspired to become lifelong participants in physical activity.</p> <p>-Provide opportunities daily for physical activity to increase children’s activity levels throughout the day.</p> <p>-Encourage children to take on leadership or volunteer roles that support sport and physical activity within the school to raise daily activity before school, playtime and lunchtime.</p>	<p>-Through PE lessons and sports clubs ensure our children understand the role of movement and ensure these opportunities are taken to develop children’s understanding of physical literacy, fitness and well-being.</p> <p>-Further encourage the use of the daily mile and movement and mindfulness time to ensure that all children have daily opportunities to be active throughout the school day.</p> <p>-Sports Coaches and TA allocated to lunchtime provision to offer a range of: Table Tennis, Footballs, Basketballs, Rugby balls, Cricket, Hula Hoops, Skipping Ropes, Tennis Racquets, Nets and Balls, Running, Dance/Aerobic Exercise during lunchtimes. Staff to provide a variety of equipment for children to engage with during morning play times.</p>	£10,125	<p>-Children displaying positive attitudes to physical activity, fitness and well-being.</p> <p>-Increased number of pupils taking part in physical activities. (Engagement survey to be carried out once a term – Sports Captains).</p> <p>-Evidence of sports activities happening at playtimes and lunchtimes on a daily basis.</p> <p>-Reduced number of behaviour incidents at lunchtime. (SIMS/Beacon) Aim to reduce behaviour incidences by 10% each term.</p> <p>-Sports leaders selected and planning/delivering activities at lunchtimes and supporting with house competitions and sports events.</p> <p>-Daily mile implemented across the school impact on well-being and</p>	<p>-Conduct survey to identify children who have more limited access to sports provision and target for school opportunities.</p> <p>-Investigate the chance of obtaining funding to create a MUGA on the school site.</p> <p>-Continue to invest in sports equipment to ensure all children can access high quality sports provision.</p> <p>-Use this year’s sports leaders to train the next cohort (ensure high quality succession planning).</p> <p>-Continue to provide training opportunities for dinner supervisors to ensure they have the knowledge and understanding to support active provision during lunchtimes.</p>

	<p>-Lunchtime Supervisors to encourage children to take part in games/activities during lunchtime. This is part of their performance management targets to increase engagement with games and therefore physical activity during this</p> <p>-Sports leaders selected and then utilised to organise games/activities during lunchtime and will also be used to support with house competitions and events such as sports day.</p> <p>-A range of sports clubs to be planned and delivered for different age groups across the academic year.</p>		<p>engagement in learning. Children motivated to engage in this provision. All classes continuing to do the daily mile at least three times per week.</p> <p>-Movement and mindfulness happening in every class across the school regularly.</p> <p>-Health week planned and delivered including a focus on the Commonwealth Games taking place in the city of Birmingham in summer of 2022.</p> <p>-Evidence of high levels of attendance at a variety of sports clubs (registers used as evidence).</p>	
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2021/2022 Evidence

-This academic year the school has relaunched the movement and mindfulness practices and The Daily Mile to provide children with regular daily opportunities for movement and exercise, every class across the school carries out these activities during the school day at Paganel – children visibly enjoy taking part in these activities as has been observed in classes and on the playground/field this academic year.

-Health week was planned and delivered this year – there were three focuses for the week, developing opportunities for physical activity with every year group in school trying a new sports activity (this was linked to the Commonwealth Games that were held in Birmingham this year and all sports selected for the week were taken from the Commonwealth Games programme however were not part of the school’s current PE curriculum offer). The second focus was the development of children’s mental health and every year group spent some of the week learning about a variety of ways to support mental health such as mindfulness strategies. Finally, the children spent some time learning about nutrition and the important role food plays in maintaining physical health. The week was very well received by both staff and children. In the summer term the children also had a visit from the games mascot ‘Perry the Bull’, the children were highly engaged in the assembly lead by representatives from the games and the mascot himself and this aimed to inspire the children to watch the games and participate in associated activities being run in the city.

-The school has continued to offer high quality PE lessons, two hours per week during this academic year – the school’s PE offer was externally validated as during the course of the year the school prepared for and went through the assessment for PE quality mark. This award was obtained in July 2022. To continue to improve the school’s PE offer the PE leader will be looking to address the development points identified through the quality mark assessment – this will be achieved in the next academic year.

-The Bugs Group sports coach continued to work at the school during lunchtimes and involved children in a variety of physical activities during this time of the school day. During the Summer term lunchtime provision at Paganel was adapted and a greater variety of sports and activities was on offer during lunchtimes with The Bugs Group coach as well as three members of the Paganel staff team leading sporting activities on the playground/field. The children had opportunities to play football, cricket, basketball, tennis, badminton as well as a variety of playground games (equipment such as skipping ropes etc...was readily available every day for the children to access – the lunchtime supervisors supported children with playing with this equipment and also helped the children to learn and play a variety of playtime games.

-Sports club provision was re-launched this year and all clubs on offer were attended to maximum capacity – the children were offered clubs such as football, netball, gymnastics and dance. The school’s football team enjoyed particular success when they reached the finals of the local football competition (unfortunately this game was not played due to the extreme weather conditions the country experienced in July this year).

-Lunchtime incidents remained low this academic year – although the % of behaviour incidents did not continue to decrease throughout the year (there was a spike in the Spring term – when the data was analysed the reason for this spike was identified as a number of weeks of extremely high levels of staff absence due to Covid) the revised lunchtime provision that was launched in the summer term contributed to decreased rates of behaviour incidents compared to those observed in the spring term.

-During this academic year the house captains supported with sporting events such as sports day, however, during this academic year the school did not utilise sports leaders. This will need to remain a focus for the next academic year.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
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>-Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond.</p> <p>-Use PE and sport to develop the whole person including thinking, social and personal skills.</p> <p>-Utilise sporting role models to engage children and raise achievement.</p> <p>-Ensure PE is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils).</p> <p>-High quality PE lessons delivered during curriculum time.</p> <p>-To train and use sports leaders to provide opportunities for children to utilise abilities, to take responsibility for their own learning and that of others and to allow them to support other children in the school with physical activities. Sports leaders will also inspire and younger children into becoming leaders themselves.</p> <p>-Pupils show positive learning behaviours, particularly following lunchtimes during afternoon lessons.</p> <p>-Decrease number of children overweight or</p>	<p>-Sports leaders trained, the leaders will then plan and deliver activities with younger children and will also be planned to be used for activities such as sports day.</p> <p>-A range of lunchtime activities and clubs planned and delivered to promote physical activity and healthy lifestyles.</p> <p>-PE and sports achievements to be highlighted in weekly celebration assemblies.</p> <p>-Use of rising stars medium term planning with all teachers and PE leader to hold drop in sessions to support staff with the planning of this subject.</p> <p>-Conduct behaviour analysis every 10 weeks to monitor the children's behaviour to show the impact of active lunchtime provision.</p> <p>-Learning walks to be conducted to establish the quality of provision on offer and address any areas for improvement noted.</p> <p>-To increase children's activity levels throughout the school day to support decreased rates seen below: Reception 25% (22% national, 24% Birmingham)</p>	Allocated in other KI 1, 3, 4, 5.	<p>-Reduced number of behaviour incidents at lunchtime. (SIMS) Figs reduce behaviour incidences by 10% each term.</p> <p>-Increased number of children engaging in sports at lunchtimes across KS1 and KS2. Monitor engagement figures.</p> <p>-Involvement in clubs such as: Netball club, Football club, and mulitskills club. Monitor engagement figures.</p> <p>-RAG rating of teaching across the school to evidence the quality of teaching across the school at two points to demonstrate improvement.</p> <p>-Pupil voice to demonstrate the impact and engagement with PE and Sport across the school.</p> <p>-Learning conversations evidence to establish how children have developed their thinking, social and personal skills.</p> <p>-Analysis of assessment data on wider curriculum assessment grids to establish levels of progress in PE in KS1 and KS2.</p>	<p>-Children to be taught games and activities for lunchtimes so they can use them independently and teach younger children as required.</p> <p>-Sports leaders to train new sports leaders for the following academic year to ensure succession and skills transfer.</p>

<p>obese (National Child Measurement programme 2018) – current obesity rate is 33%.</p> <p>-Monitoring use of schemes and whole school PE coverage to ensure high quality provision – ensuring staff are well equipped and confident in teaching PE.</p>	<p>Year 6 33% (34% national, 40% Birmingham)</p> <p>To make further improvements in overweight/obesity rates.</p> <p>*Please be advised these rates are from 2018 as not further rates have been obtained since then due to COVID.</p>		<p>-Reduced number of behaviour incidents at lunchtime. (SIMS/Beacon)</p> <p>Aim to reduce behaviour incidences by 10% each term.</p> <p>-House competitions and sports day successfully held to continue to raise the profile of PE and sport across the school.</p>	
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2021/2022 Evidence

-The school has continued to offer high quality PE lessons, two hours per week during this academic year – the school’s PE offer was externally validated as during the course of the year the school prepared for and went through the assessment for PE quality mark. This award was obtained in July 2022. To continue to improve the school’s PE offer the PE leader will be looking to address the development points identified through the quality mark assessment – this will be achieved in the next academic year.

-The school has continued to utilise the Rising Stars scheme of work, the teachers have been trained to use core assessment tasks to support in the planning of lessons however they are also directed to use this scheme of work to support planning to ensure that the children are exposed to high quality provision during their PE lessons.

-Learning walks demonstrated that all teachers across the school were teaching strong PE lessons, the PE leader provided support and guidance to ensure that development points identified were addressed.

-Wider curriculum assessment grids and Core Assessment Tasks demonstrated the children made good progress in PE from some low starting points, in the next academic year the use of assessment information needs to be developed to identify how to more effectively challenge very able pupils and more effectively support those children who really struggle in this area of the curriculum. The use of pupil voice also needs to be developed to more effectively capture children’s attitudes towards PE and the wider sports provision on offer at the school – allowing the PE leader to more accurately identify the impact the provision has had on the children.

-The school has not measured the weight of the children attending during this academic year however through the delivery of Health Week (Commonwealth Games Theme) and Healthy Eating week significant and regular attempts have been made to educate the children about how to develop a healthy lifestyle. Next academic year the school will be endeavouring to involve parents more effectively when the school is exploring themes such as this to try and support them in developing their choices at home.

-During this academic year the PE leader has worked hard to raise the profile of PE in school, the display boards around the school are regularly updated to ensure they reflect the topics being covered across the year, rewards such as the half termly PE award for every class have been introduced and are visible on the PE display board. Achievements in PE and sport are also celebrated in the school’s good work assembly every Friday afternoon.

-During this academic year the house captains supported with sporting events such as sports day, however, during this academic year the school did not utilise sports leaders. This will need to remain a focus for the next academic year.

-During Health Week when the children were learning about sports from the Commonwealth Games – the children also developed their understanding of a diverse range of sports personalities – this aimed to inspire the children and provide them with role models in sport. This was further developed during inclusivity week when the children looked at a range of celebrities and sports stars with hidden disabilities and they developed their understanding of how these individuals pushed through barriers to become successful.

-Lunchtime incidents remained low this academic year – although the % of behaviour incidents did not continue to decrease throughout the year (there was a spike in the Spring term – when the data was analysed the reason for this spike was identified as a number of weeks of extremely high levels of staff absence due to Covid) the revised lunchtime provision that was launched in the summer term contributed to decreased rates of behaviour incidents compared to those observed in the spring term.

-The Bugs Group sports coach continued to work at the school during lunchtimes and involved children in a variety of physical activities during this time of the school day. During the Summer term lunchtime provision at Paganel was adapted and a greater variety of sports and activities was on offer during lunchtimes with The Bugs Group coach as well as three members of the Paganel staff team leading sporting activities on the playground/field. The children had opportunities to play football, cricket, basketball, tennis, badminton as well as a variety of playground games (equipment such as skipping ropes etc...was readily available every day for the children to access – the lunchtime supervisors supported children with playing with this equipment and also helped the children to learn and play a variety of playtime games.

-Sports club provision was re-launched this year and all clubs on offer were attended to maximum capacity – the children were offered clubs such as football, netball, multi-sports, gymnastics and dance. The school’s football team enjoyed particular success when they reached the finals of the local football competition (unfortunately this game was not played due to the extreme weather conditions the country experienced in July this year).

-Healthy eating workshops were led in the Summer term by a Year 5 teacher, these workshops were well attended by parents and feedback from parents was very positive.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4%
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>-Teacher have increased knowledge, understanding and confidence to raise the quality of learning and teaching in PE and school sport ensuring a broad, balanced and inclusive PE curriculum is delivered which in turn raises pupil's attainment and progress rates.</p>	<p>-Lesson observation observations to monitor staff effectiveness and confidence.</p> <p>-Staff and pupil survey to monitor pupil and staff attitudes towards PE and school support.</p> <p>-Analysis of learning conversations and wider curriculum assessment grids to establish rates of progress and attainment levels across the school.</p> <p>-Analysis of CATs assessments shows children making good rates of progress.</p> <p>-CPD to take place to upskill non-specialist teachers to run outstanding PE lessons. More CPD opportunities for all staff through method such as optional drop in sessions.</p> <p>-Teachers to plan and deliver using the Rising Stars PE approach to sport, health and fitness in an integrated way.</p> <p>-Teachers have access to planning scheme of work folders to help confidence teaching PE.</p> <p>-Ensure all National Curriculum targets are being met and have confidence in</p>	<p>£700 to pay for supply to release DJ to prepare for the PE quality mark.</p>	<p>-Learning walks and lesson observations to be conducted by PE leaders demonstrate that all teachers are able to teach strong PE lessons meeting National Curriculum objectives.</p> <p>-80% of children making good progress through the PE skills objectives. 20% of children making accelerated progress. This will be evaluated through the analysis of the CATs assessments, wider curriculum assessment grids and learning conversations.</p> <p>-Pupil and staff voice demonstrates positive attitudes towards teaching/learning in PE and for teachers an increase in their confidence for teaching the subject.</p> <p>-Teacher feedback and subsequence checks to evaluate quality of teaching shows that development points have been actioned and the quality of teaching has been improved.</p>	<p>-School to apply for and go through assessment for PE quality mark to ensure the school's PE provision externally validated – this includes a heavy focus on quality of teaching.</p>

	progression of PE lessons by referring to skills document written by the PE and sports curriculum leader.			
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2021/2022 Evidence

-The school has continued to offer high quality PE lessons, two hours per week during this academic year – the school’s PE offer was externally validated as during the course of the year the school prepared for and went through the assessment for PE quality mark. This award was obtained in July 2022. To continue to improve the school’s PE offer the PE leader will be looking to address the development points identified through the quality mark assessment – this will be achieved in the next academic year.

-The school has continued to utilise the Rising Stars scheme of work, the teachers have been trained to use core assessment tasks to support in the planning of lessons however they are also directed to use this scheme of work to support planning to ensure that the children are exposed to high quality provision during their PE lessons.

-Learning walks demonstrated that all teachers across the school were teaching strong PE lessons, the PE leader provided support and guidance to ensure that development points identified were addressed. The PE leader has led staff through CPD to provide them with ideas for teaching different topics across the academic year and this has led to the teachers improving the quality of provision for the children.

-Wider curriculum assessment grids and Core Assessment Tasks demonstrated the children made good progress in PE from some low starting points, in the next academic year the use of assessment information needs to be developed to identify how to more effectively challenge very able pupils and more effectively support those children who really struggle in this area of the curriculum. The use of pupil voice also needs to be developed to more effectively capture children’s attitudes towards PE and the wider sports provision on offer at the school – allowing the PE leader to more accurately identify the impact the provision has had on the children.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
26%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>-Provide opportunities to take part in a diverse range of school sport through extra-curricular club, competitions and events such as house competitions, theme weeks linked to PE and sport and try a sport day.</p> <p>-To develop links with sports clubs and coaches in the local community in attempt to access a broad range of activities offered to all age groups.</p>	<p>-Plan and run an extensive programme of sports and clubs by internal and external adults e.g. netball, football, multi-skills.</p> <p>-Access competitions and events that are organised locally through the colligate.</p> <p>-Plan and deliver “Theme Weeks” to increase exposure to a wider variety of sports and encourage competition</p>	<p>£5000.</p> <p>£2000 to support the delivery of Health week and try a sport events.</p>	<p>-Increased participation (%) of children attending after school sport provision and organised events compared to previous years.</p> <p>-Positive feedback from staff and children following theme weeks and try a sport events.</p> <p>-Increased links with sports clubs and coaches in the local community.</p>	<p>-If links can be made with local sports clubs and coaches and they are willing to work in school/attract our children to join in with those clubs outside of school – this may lead to engagement in sport outside of the school.</p> <p>-Ensure progress of children in year 3 and 5 in swimming is more carefully tracked to ensure greater % of</p>

	<p>amongst pupils.</p> <ul style="list-style-type: none"> -Plan and deliver a range of 'Try a Sport days' to allow pupils to have a go at a range of sports that are not incorporated into the yearly curriculum plan for PE. -Reach out to local sports clubs and coaches to create links which may lead to the children having more opportunities to be active in a variety of different ways. -Booster/ swimming sessions to be delivered for targeted children at Birmingham University (particularly children in Year 6). -Equipment to be provided for children to play with at play and lunchtimes to provide further opportunities to be active at lunchtimes. Additional staff to be available during these times on the playground to support children in engaging with this provision. 	<p>£3000 for a set of booster swimming lessons.</p>	<ul style="list-style-type: none"> -Increased % of children in Year 6 swimming 25m successfully. -Increased activity levels for children at playtimes and lunchtimes. 	<p>children are achieving expected levels in Year 6.</p>
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2021/2022 Evidence

-Sports club provision was re-launched this year and all clubs on offer were attended to maximum capacity – the children were offered clubs such as football, netball, multi-sports, gymnastics and dance. The school's football team enjoyed particular success when they reached the finals of the local football competition (unfortunately this game was not played due to the extreme weather conditions the country experienced in July this year).

-Health week was planned and delivered this year – there were three focuses for the week, developing opportunities for physical activity with every year group in school trying a new sports activity (this was linked to the Commonwealth Games that were held in Birmingham this year and all sports selected for the week were taken from the Commonwealth Games programme however were not part of the school's current PE curriculum offer). The second focus was the development of children's mental health and every year group spent some of the week learning about a variety of ways to support mental health such as mindfulness strategies. Finally, the children spent some time learning about nutrition and the important role food plays in maintaining physical health. The week was very well received by both staff and children. In the summer term the children also had a visit from the games mascot 'Perry the Bull', the children were highly engaged in the assembly lead by representatives from the games and the mascot himself and this aimed to inspire the children to watch the games and participate in associated activities being run in the city.

-The Bugs Group sports coach continued to work at the school during lunchtimes and involved children in a variety of physical activities during this time of the school day. During the Summer term lunchtime provision at Paganel was adapted and a greater variety of sports and activities was on offer during lunchtimes with The Bugs Group coach as well as three members of the Paganel staff team leading sporting activities on the playground/field. The children had opportunities to play football, cricket, basketball, tennis, badminton as well as a variety of playground games (equipment such as skipping ropes etc...was readily available every day for the children to access – the lunchtime supervisors supported children with playing with this equipment and also helped the children to learn and play a variety of playtime games.

-This academic year the school has relaunched the movement and mindfulness practices and The Daily Mile to provide children with regular daily opportunities for movement and exercise, every class across the school carries out these activities during the school day at Paganel – children visibly enjoy taking part in these activities as has been observed in classes and on the playground/field this academic year.

-The school has increased the % of children about to swim 25m successfully and use a variety of strokes in order to do this. We have also increased the % of children able to perform a self-rescue. Please see the table at the start of this document for figures.

-The school needs to aim to develop its links with sports clubs during the next academic year.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				13%
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>-All pupils to have the opportunity to compete in in-house sports competitions, intra and inter school sport where children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome.</p> <p>-Increased participation in School Games competitions.</p> <p>-Higher number of children involved in a range of competitive sports throughout the year.</p> <p>-To participate in local and national competitions.</p> <p>-To increase involvement of pupils in competitive sports including SEND pupils. The school will also focus on the least active children and those with low confidence in this area of the curriculum.</p> <p>-To expose Gifted and Talented for PE to semi-professional and professional athletes.</p>	<p>-Plan and deliver house sports competitions utilising a variety of different sports.</p> <p>-Identify children in school who are not as active or have low confidence in this area of the curriculum and plan for these children to attend sporting events and competitions.</p> <p>-To seek opportunities for the school to participate in competitions and events run with other local schools.</p> <p>-To identify potential sports men/women and invite to school to work with our children. Inspirational Speaker Day - role models linked to our school values and vision.</p> <p>-To register for affiliation to Sports Clubs and National Sporting Bodies.</p> <p>-Sports Coaches on KS1 and KS2 playgrounds to teach and develop/coach skills and rules, and practice team games at lunchtimes.</p> <p>-Continue to make local links with primary, secondary and clubs by attending collegiate meetings.</p>	<p>-Netball Association - £15. -Warwickshire Cricket - £250. -FA Affiliation - £50. -Shenley Academy Games Fee - £200. -£2000 – potential payment for a inspirational speaker. =£2515</p>	<p>-% of pupils taking part in sport to increase. Increase in opportunities for SEND children, less active children and children with low confidence.</p> <p>-In-house competitions, health week, sports day, try a sport events have all taken place and staff and pupil voice reflect positive impact of these events taking.</p> <p>-Participation in Local Competitions and sports festivals % increase.</p> <p>-Pupil voice about play and lunchtimes shows the positive impact of coaches involvement.</p>	<p>Increase celebration of home sporting achievements in assemblies to raise the profile of clubs in the local area.</p>

	-Engage in Sports Festivals for all.			
<p>2021/2022 Evidence</p> <p>-Sports club provision was re-launched this year and all clubs on offer were attended to maximum capacity – the children were offered clubs such as football, netball, multi-sports, gymnastics and dance. The school's football team enjoyed particular success when they reached the finals of the local football competition (unfortunately this game was not played due to the extreme weather conditions the country experienced in July this year). The PE leader worked hard to enter the school into as many local competitions as possible, due to the Commonwealth Games being held in Birmingham the school was fortunate to attend a variety of competitions linked to this.</p> <p>-Health week was planned and delivered this year – there were three focuses for the week, developing opportunities for physical activity with every year group in school trying a new sports activity (this was linked to the Commonwealth Games that were held in Birmingham this year and all sports selected for the week were taken from the Commonwealth Games programme however were not part of the school's current PE curriculum offer). The second focus was the development of children's mental health and every year group spent some of the week learning about a variety of ways to support mental health such as mindfulness strategies. Finally, the children spent some time learning about nutrition and the important role food plays in maintaining physical health. The week was very well received by both staff and children. In the summer term the children also had a visit from the games mascot 'Perry the Bull', the children were highly engaged in the assembly lead by representatives from the games and the mascot himself and this aimed to inspire the children to watch the games and participate in associated activities being run in the city.</p> <p>-The Bugs Group sports coach continued to work at the school during lunchtimes and involved children in a variety of physical activities during this time of the school day. During the Summer term lunchtime provision at Paganel was adapted and a greater variety of sports and activities was on offer during lunchtimes with The Bugs Group coach as well as three members of the Paganel staff team leading sporting activities on the playground/field. The children had opportunities to play football, cricket, basketball, tennis, badminton as well as a variety of playground games (equipment such as skipping ropes etc...was readily available every day for the children to access – the lunchtime supervisors supported children with playing with this equipment and also helped the children to learn and play a variety of playtime games.</p> <p>-In the next academic year the PE leader will be aiming to make more effective use of pupil and staff voice to establish children's attitudes towards PE and sports and to support in evaluating the impact of provision on the children.</p>				

Signed off by	
Head Teacher:	<i>Bethan Gingell</i>
Date:	23/11/2021
Subject Leader:	<i>Vicki Shuter</i>
Date:	15/11/2021
Governor:	Tony Bottle
Date:	23/11/2021

Review completed by V.Shuter 09.09.2022