

Coundon Primary

Sports Premium Evidence and
Action Planning

2021- 2022

Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£11,447
Total amount allocated for 2020/21	£20570
How much (if any) do you intend to carry over from this total fund into 2021/22?	£7863
Total amount allocated for 2021/22	£20,860
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£39,880

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	71.9% (64/87)
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	66.2% (59/87)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	97.7% (85/87)
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

Created by:



Supported by:



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: £20,860 (without and carry over)	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: % 25.83%
Int ent	Implement ation		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:
<ul style="list-style-type: none"> providing targeted activities or support to involve and encourage the least active children encouraging active play during break times and lunchtimes establishing, extending or funding attendance of school sport clubs and activities and holiday clubs, or broadening the variety 	<ul style="list-style-type: none"> Reception active play-driven learning environment implemented in the EYFS outdoor area. 	£ 9000	<ul style="list-style-type: none"> This is used daily and children are meeting the daily requirement and beyond. They are more engaged and explorative with their learning due to this and have seen improvements with gross motor skills as a result. 	<ul style="list-style-type: none"> Make sure the equipment is maintained and used to enhance the children's provision for many years to come. Look into OPAL Primary programme- to encourage more effective play

<p>offered</p> <ul style="list-style-type: none"> adopting an active mile initiative raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2. Every child should leave primary school able to swim Equipment for curriculum PE and outdoor play equipment to be audited and repaired / replaced for safety. 	<ul style="list-style-type: none"> Equipment purchased to update current equipment (for safety purposes) and replacement pieces purchased due to 'bubble' and remote use during 2020 /2021 academic year. annual safety auditing conducted by SPORTSAFE UK 	£1302.69	<ul style="list-style-type: none"> Staff able to teach PE units of work effectively and safely and children able to access physical activity during unstructured play times completely safely. children are physically active at break times. Less behaviour issues with children positively engaged in play activities. 	<p>everyday. It is a mentor-supported school improvement programme addressing all 18 areas a school must plan for if they want to sustainably improve the quality of play. The OPAL Primary Programme is the only one of its kind, blending elements of strategic school improvement practice, action planning, self-evaluation, playwork skills and knowledge and twenty years of action-research.</p>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				% 49.11%
Int	Implement		Impact	

ent	ation			
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:
To continue to raise the profile of sport and PE in Coundon Primary. Pupils and their families to have greater understanding and application of positive learning behaviours and health choices across all aspects of school life, learning, behaviour, attendance and social interactions, enabling greater potential achievement and attainment, Growth Mindset, resilience.	<ul style="list-style-type: none"> Maintain high expectations of PE kit in school (this slipped due to COVID) Promote CPS logoed PE uniform- we understand that COVID may have been difficult for families and wanted to design a new PE kit in – line with our uniform. With COVID impact in mind, we paid for all children's first polo Top and Hoodie and any new children which came to our school within this academic year. Temporary on-site swimming pool on site to facilitate swimming interventions . due to 	<p>£8220</p> <p>£5350+ 3166 additional running costs.</p>	<ul style="list-style-type: none"> The children now wear their P.E kit to school on their P.E days. This allows for more P.E time and also has helped to raise the profile of P.E across the school. All children arrive in correct PE kit. Feel more a sense of pride during competitions and expectations across the school are clear. Improved pupil attitudes to PE and to actively participate. Less children 'forgetting kit' or not participating in lessons, thus contributing to a positive impact on whole school improvement. 	<ul style="list-style-type: none"> Now all current children have a new PE uniform going forward we will only be paying for the uniform for our very new cohort. We will also encourage families to bring in any unwanted old uniform that we can offer at a lower rate to help with affordability. Y6/Y5 priority swimming group become a focus group for use of SP. As the school transitions to 2 form- the summer

dropped ability during lockdowns. (4 weeks intense course – everyday) Y6/Y5 priority swimming group received 2-4weeks of ‘top-up’ swimming sessions to support them in working towards their 25m swimming target and increasing their confidence in swimming.

£2850

- PE leads - Additional time to organise individual events and PE admin roles. Cover to allow teachers to take pupils to inter-school events plus transportation. Non-contact time to plan, monitor, report at PE leadership level.
- Use of REAL PE/gym Scheme. Focus on

Swimming data for children that attended top-up sessions. Initial and final assessments:

	Initial Assessment Data		
	Self Rescue	Water Confidence	25m
Yes	8	16	1
No	15	7	22
Total Kids	23	23	23
% Yes	34.78%	69.57%	4.35%
% No	65.22%	30.43%	95.65%

Final Assessment Data		
Self Rescue	Water Confidence	25m
23	23	14
1	0	9
23	23	23
95.65%	100.00%	60.87%
4.35%	0.00%	39.13%

	Initial Assessment Data		
	Self Rescue	Water Confidence	25m
Yes	11	18	7
No	16	9	20
Total Kids	27	27	27
% Yes	40.74%	66.67%	25.93%
% No	59.26%	33.33%	74.07%

Final Assessment Data		
Self Rescue	Water Confidence	25m
23	25	18
5	2	9
28	27	27
82.14%	92.59%	66.67%
17.86%	7.41%	33.33%

term will be used for top up at the Xcel centre or for use onsite via mobile/temporary pool.

- Enquire and cost up price for school to be mapped for orienteering-engage less active and cross-curricular links.
- Celebration assemblies include Physical Activity, Wellbeing etc to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils and their families to aspire

	developing shared vision and a uniform approach to PE provision across the school.		<table><tr><th colspan="4">Initial Assessment Data</th></tr><tr><th></th><th>Self Rescue</th><th>Water Confidence</th><th>25m</th></tr><tr><td>Yes</td><td>23</td><td>26</td><td>6</td></tr><tr><td>No</td><td>12</td><td>9</td><td>29</td></tr><tr><td>Total Kids</td><td>35</td><td>35</td><td>35</td></tr><tr><td>% Yes</td><td>65.71%</td><td>74.29%</td><td>17.14%</td></tr><tr><td>% No</td><td>34.29%</td><td>25.71%</td><td>82.86%</td></tr></table> <table><tr><th colspan="3">Final Assessment Data</th></tr><tr><th>Self Rescue</th><th>Water Confidence</th><th>25m</th></tr><tr><td>35</td><td>35</td><td>24</td></tr><tr><td>0</td><td>0</td><td>11</td></tr><tr><td>35</td><td>35</td><td>35</td></tr><tr><td>100.00%</td><td>100.00%</td><td>68.57%</td></tr><tr><td>0.00%</td><td>0.00%</td><td>31.43%</td></tr></table>	Initial Assessment Data					Self Rescue	Water Confidence	25m	Yes	23	26	6	No	12	9	29	Total Kids	35	35	35	% Yes	65.71%	74.29%	17.14%	% No	34.29%	25.71%	82.86%	Final Assessment Data			Self Rescue	Water Confidence	25m	35	35	24	0	0	11	35	35	35	100.00%	100.00%	68.57%	0.00%	0.00%	31.43%	to being involved in the assemblies
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				7.2%
Inten t	Implementatio n		Impac t	
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:

<ul style="list-style-type: none"> providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school. Using PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils 	<ul style="list-style-type: none"> Teachers work alongside a qualified dance teacher to support the delivery of dance. All year groups benefit from this provision. Use of REAL PE/gym Scheme. Focus on developing shared vision and a uniform approach to PE provision across the school. SEND opportunities increased. Giving teachers the time to explore videos available. Use the Real PE scheme of work with differentiated tasks. 	<p>£2375</p> <p>£495 (repeat subscription)</p>	<p>Children have a keen engagement in dance and look forward to these sessions, great relationship with the dance teacher and this further supports the increase of participation in sport / extra-curricular. Currently, 30 of our children at CPS attend dance teacher's own dance school outside of school hours- further enriching a love of sport and engagement.</p> <p>A more inclusive curriculum which inspires and engages all pupils. Enhanced quality of teaching and learning. Increased capacity and sustainability of teachers skills .Inclusive opportunities for competitive sport. Teachers have a clear understanding of practical strategies and approaches. The use of core tasks as a vehicle to raise achievement.</p> <p>Practical activities and ideas for differentiation Staff are</p>	<ul style="list-style-type: none"> Keep Miss McCartney in current position due to being an asset in school- School staff to have experienced lots of CPD opportunities to further their subject knowledge to lead dance sessions in the future. P.E Lead to continue to further embed the curriculum, sporting opportunities and staff competence and confidence in delivering and supporting high quality P.E provision.
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			<p>more confident when delivering PE lessons. Analysing strengths and areas for development within existing curriculum maps and scheme of works.</p> <p>Collating evidence of impact. Raising the profile of PE and school sport and across the school and its wider community through social media and website.</p>	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				5.84%
Inten t	Implementatio n		Impac t	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Additional achievements:	<ul style="list-style-type: none"> Lawn Tennis association – PE lead attended a course to enable her to support others in the delivery of Tennis. LTA coaches came into school for 10 weeks and 	£250	<ul style="list-style-type: none"> Key relationships built within Tennis association. Children have a keen interest and improvement in skills. Demand has led to talk of a tennis club 	<ul style="list-style-type: none"> Utilise the connection that is now built and have meeting to secure club in the next academic year.

	<p>coached, alongside teachers (CPD) to deliver tennis sessions to all of year 2.</p> <p>£2000</p> <ul style="list-style-type: none"> • Ice Skating taster sessions provided for some families /children to experience whilst we had an ice rink in school. <p>£79.90</p> • Used prize winnings from GOParks last academic year to buy archery equipment – then sports premium to buy additional equipment and arm guards. 		<p>in-school partnership with the Lawn Tennis association.</p> <ul style="list-style-type: none"> • Helping to facilitate a broader range of sport and activity and experiences for the children that they may not usually have access to. • All children experienced a positive experience to remember and reflect on. Positive feedback from families and parents. Family skates in the evening also brought the community together and engaged parents and children in the sport • Now have all necessary equipment to run and 	<ul style="list-style-type: none"> • Offer taster sessions throughout the next academic year for year groups 3-6 so that all of Ks2 are able to experience a different sport. • Enquire and cost up price for school to be mapped for orienteering- engage less active and cross curricular links. • Increase clubs we offer by 50% in the next academic year to ensure more opportunities for children • Look to run a 'give it a go' week or a
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			<p>additional club that children may not have experienced</p> <ul style="list-style-type: none"> • Sport's Clubs have had good engagement levels and this will continue into Summer Term with even more clubs being on offer 	<p>health focus day in the 2022-2023 academic year where we could bring in a range of local sports clubs to offer the children a range of alternative sports opportunities, but also offer lessons around wellbeing , health and nutrition.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2.76%
Inten t	Implementatio n		Impac t	
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:
<ul style="list-style-type: none"> increasing and actively encouraging pupils' participation in the School Games organising, coordinating or entering more sport competitions or tournaments within the school or across the local area, including those run by sporting organisations 	<ul style="list-style-type: none"> Schools Games partnership sign up cost Travel to competitions Medals/ certificates Ground and pitch markings for summer competitions and athletics 	<p>£544.13</p> <p>£558.00</p>	<p>1st place awarded in the GoParks challenge out of all of the schools in our group for Coventry.</p> <p>Silver medallists for Coventry West in Gymnastics competition.</p> <p>*sporting opportunities for children to compete in.</p> <ul style="list-style-type: none"> Rounders competition Sportshall athletics Rowing competition Gymnastics(Ks1 and 2) Quad kids athletics Increased participation – whole 	<ul style="list-style-type: none"> More clubs and competitions inside of school. Continue to develop the school football team so that more competitions can be done outside of school. Encourage the ethos that there is something for everyone. Include regular celebration assemblies to keep children engaged and interested in sport.

			<p>school sports days enjoyed by all children</p> <p>The return of school sport and competition is part of an active recovery plan for the school -helping to re-build the social and emotional wellbeing of young people through providing opportunities for challenge, connectedness and friendship, giving young people a sense of BELONGING whilst having FUN.</p>	<ul style="list-style-type: none"> • Use social media and blogs throughout the year to promote and update children and families on outcomes and information about competitive sport.
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Subject Leader:	K.Perrett
Date:	Summer 2022