

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	£ 3,800
Total amount allocated for 2020/21	£ 19,300
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 6,381
Total amount allocated for 2021/22	£ 19,190
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 25,571

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	100%
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020. Please see note above	86% (x8/58)
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	78% (x13/58)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
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 £875

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:	
<p>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</p>					Percentage of total allocation: 45%
Intent		Implementation		Impact	
School focus on intended impact on pupils.		Actions to achieve this		Funding allocated:	Evidence and Impact:
<p>To embed physical activity into the school day through active travel to and from school, active break times, and active lessons and teaching.</p> <p>Increase activity levels at playtimes and lunchtimes.</p> <p>Promote physical and sporting activities in before and after school clubs</p>		<p>Different activity ideas and resources made available.</p> <p>Replace and upgrade resources for active break and lunch times – including trim trail repairs, climbing frame, puzzle tables, CD player and a rebound wall</p> <p>Resources and support provided for before and after school clubs.</p> <p>Training for TAs and lunchtime staff on active playtimes.</p> <p>Develop Y6 playground leaders.</p> <p>Sports Council to assist with ideas and resources.</p>		<p>£8,149</p> <p>£1,572</p>	<p>Children more active at break and lunchtime.</p> <p>Puzzles, CD player, rebound wall and additions to the trim trail being ordered March 2022.</p> <p>Climbing frame to be deferred until later in the year (due to planning permission delay)</p> <p>Order to be made March 2022 following consultation with TAs, lunchtime staff and the Sports Council. All resources have been purchased (although we are still waiting for some items to be delivered). We have worked on a rota which allows year groups to use different resources at morning break and lunchtime each week. Y6 Sports Leaders to coordinate putting equipment out in the morning and packing away after lunch.</p> <p>Sports Leaders were trained in January and have been supporting younger children at lunchtimes since then.</p> <p>Sports Leaders have continued to</p>
				11,640	
				Sustainability and suggested next steps:	
				<p>Monitor use of equipment.</p> <p>Identify children who are not active.</p> <p>Resources for breaks, lunchtime and wrap around provision have been replenished this year to enable separate year groups to have enough equipment in line with our current separated breaks. Resources include traditional bats and balls as well as balance boards, walking feet, hoops, cheerleading ribbons etc to encourage less active children. Resources used on a rota basis organised by Sports Leaders.</p> <p>Next steps look at developing further 'play' resources – dress up / building etc.</p>	

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<p>Children take part in regular brain breaks and active learning.</p>	<p>Establish physical activity levels during lessons. Collate and distribute resources to promote regular brain breaks. Staff information to promote active learning. School Council and Sports Council to develop ideas for raising activity opportunities.</p>		<p>support younger children every day at lunchtimes and took on a leading role at the whole school sports activity morning and sports days.</p> <p>Evidence of regular activity breaks in learning. Children more physically active. Improved concentration in lessons.</p> <p>Staff Meeting re Active Learning held in January 2022. PE leaders to attend further training on 05.04.22. PE leaders have spoken to the Sports Council about monitoring when they are active in their lessons. Posters will be distributed to classrooms and levels of activity logged. PE Leaders are putting together a pack of resources to share with class teachers to use for active learning. Class teachers have received their resources to use in their classrooms.</p>	<p>Staff developing range and use of physical activities in learning to ensure children are not sat for long periods. Further training in Autumn 1 2022 and impact monitored. Sports Council to continue to promote in class.</p>
<p>Improved fitness and activity through the Daily Mile.</p>	<p>Promote 'daily' mile – 3x a week Children to record laps run and Sports Council to collate each week. Use of house marathon tokens to track. Set targets (for example, can we run to Lapland before Christmas, Commonwealth Games link)</p>		<p>A new system has been implemented for the Daily Mile, linked to the school house system. For the spring and summer terms, targets are linked to the commonwealth games. Currently, more classes are engaging in the daily mile and recording this with the PE leader. Increased fitness levels for all – more children able to complete the daily mile. The Daily Mile system is well-embedded with an increased number of classes taking part more often.</p>	<p>Next steps, continue to promote daily mile linked to sporting events (ie: World Cup in Qatar). Continue to promote to parents through the newsletter.</p>
<p>All children able to access lunchtime</p>	<p>Provision of clubs and monitor</p>	<p>£1,826</p>	<p>Monitoring of all clubs to show that nearly all children take part</p>	<p>Next steps, increase provision</p>

and after school clubs.	attendance. Discuss with Sports Council what different activities they would like to encourage uptake.		in one club. The PE leaders/sports council are keeping a record of children who have attended clubs. New registers to be implemented from the start of the summer term.	for target groups following appropriate pupil voice. Encourage staff lead groups. More efficient monitoring of take up and attendance.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 7.5%
Intent	Implementation		Impact	1950
School focus on intended impact on pupils.	Actions to achieve this	Funding allocated:	Evidence and Impact:	Sustainability and suggested next steps:
Pupils, staff and parents aware of sporting opportunities and achievements.	Information in newsletter about activities and competitions. PE boards in KS1 and KS2 updated. Regular updates to staff.		Evidence within newsletters, the school website and display boards in school. The profile of school sport within the community will be high. Evidence within the newsletter/website and the KS2 display board. Next steps: more information on the website and on the KS1 display board. Plan to have an 'Active April' with information shared with the community. Active April was a success. The profile of PE and Sport within newsletters has increased significantly. Staff emailed before and after competitions so they could ask the children about it, wish them luck, congratulate them afterwards etc.	Next steps, focus on widening recognition of sporting competitions through mention in worships before they go and afterwards.
Children can articulate the benefits to their health, wellbeing and academic achievement of physical activity, PE and sport.	Playground leaders promote physical activity and support other children.		Pupil voice discussions provide evidence that children can talk confidently about how they are benefitting from involvement in school sport and physical activity. PE leaders have met with pupils to reflect on the benefits of being involved in PE and Sport.	

<p>Encourage pupils to take on leadership roles that support sport and physical activity within school.</p> <p>Children are enthusiastic about the opportunities in sport and PE.</p>	<p>Sports Council, Playground leaders etc.</p> <p>Sports for Schools – ½ day – 1 Olympiad organises quick circuit session for each class and a whole school presentation either as a fundraising event or can be booked for £575.</p> <p>Circus skills to come in and work for a day with year 6 children.</p> <p>½ enrichment sessions with all year groups to learn a skill they wouldn't normally (for example archery).</p>	<p>£3,107</p> <p>£675</p> <p>£500</p>	<p>Sports Leaders are carrying out their roles with commitment and enthusiasm. Sports Council meetings are being well-attended with children making positive contributions.</p> <p>Evidence from School Council meetings and discussions with playground leaders show that children are able to describe their leadership roles in school. Sports Leaders assisted with the KS1 and KS2 sports days. All Y6 children supported the younger ones in their group during the carousel sports morning. Their support and leadership was commented on by staff and parents.</p> <p>Half day event booked – 13.06.22 Sports for Schools event took place and was very successful. Positive feedback from pupils and staff.</p> <p>Booked for Y5 and Y6 for 23.06.22 Circus skill events took place and were very successful. Positive feedback from pupils and staff.</p> <p>Beginning on the 25.04.22 through First Steps. Running through summer 1 for EYFS-Y4 with each year group having a half day session.</p> <p>Pupil voice discussions demonstrate that children have been inspired by the range of</p>	<p>Next steps, Sports Leaders trained in Autumn 1. Equipment and rota all ready to go from start of the year. Continue to develop child-led groups.</p> <p>Next steps, review whole school opportunities to develop enthusiasm for physical activity and sports. Develop links with local clubs for children to try out.</p>
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<p>Children are aware of all opportunities to increase physical activities.</p>	<p>Promote and link with – walk to school initiatives, gardening club, bike-ability etc.</p>		<p>sporting activities and experiences they have taken part in.</p> <p>All activities in the Road Safety Calendar have taken place and have been promoted in school newsletters, class posters and workshops. Gardening Club has run as normal this year. Bikeability has also taken place.</p> <p>Children can describe the range of physical activities they have participated in across the whole school curriculum.</p>	<p>Next steps, continue to develop and embed links with other clubs and activities.</p>
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<p>-Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation:</p>
				<p>20%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	<p>5265</p>
<p>School focus on intended impact on pupils.</p>	<p>Actions to achieve this</p>	<p>Funding allocated:</p>	<p>Evidence and Impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>PE coordinators aware of current guidelines and able to enthuse and support staff in their PE and sport delivery.</p> <p>Owen to meet with staff to support them implementing the new PE curriculum. Link to sport specific support if needed by staff.</p>	<p>Attendance at SSP Conference for PE coordinators. Cover for PE coordinators to attend PE meetings.</p> <p>6 days support over the year. Staff audit to ensure support is targeted where needed.</p>	<p>£1,535</p>	<p>Attendance at meetings enables PE leaders to lead PE effectively PE leaders have attended the SSP Conference and the cluster meeting and are booked onto the Active 30 Conference. They will attend further cluster meetings.</p> <p>Feedback from staff shows that staff have been upskilled as a result of this CPD. Owen/Mark to be booked to provide support/training for staff in gymnastics and other identified sports. PE leaders have met with Owen and he has provided a CPD structure for next year.</p>	<p>Next steps, following training for PE leads with Owen, new system for subject monitoring and Staff CPD to be developed and implemented with Senior</p>

Class teachers have relevant equipment required for teaching each PE lesson ready-prepared.	TA to organise equipment in preparation for lessons.	£1,350	Feedback from teachers shows that lesson time is maximised and all skills can be achieved. <i>This system is working very effectively.</i>	Leaders for next year. Next steps, continue as this support is essential for maintaining equipment and promoting staff work-life balance. Look at developing with further needs for sports days etc next year.
Membership of AfPE to improve knowledge of current research, risk assessments, CPD opportunities etc.	Membership of AfPE	£180	High standards and safe practice are maintained. <i>PE Leaders to sign up to the Association for PE in the summer term. We are now signed up to this as a school.</i>	Next steps, ensure website is used and relevant information is disseminated quickly.
Get Set for PE scheme used to increase staff confidence and knowledge.	CPD from Mark at Goalsports		Discussions with teachers and lesson observations show that teachers are demonstrating strong subject knowledge and confidence when teaching PE. <i>This hasn't been provided yet but bookings are to be made. PE leaders are due to identify areas of need/development for 2022-23.</i>	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				9%
Intent	Implementation		Impact	2270
School focus on intended impact on pupils.	Actions to achieve this	Funding allocated:	Evidence and Impact:	Sustainability and suggested next steps:

<p>Get Set 4 PE scheme offers a broader range of sports.</p>	<p>Embed Get Set 4 PE within all curriculum planning</p>	<p>£440</p>	<p>Curriculum planning shows evidence of children taking part in a wide range of sports. The scheme is well-embedded and having a positive impact on pupil progress and attainment.</p>	<p>Next steps, purchased again for next year. Monitor use this year and adapt curriculum map to ensure NC coverage and skills progression.</p>
<p>Children will have the opportunity to experience sports and activities that are available in the local area.</p>	<p>Develop links with local sports clubs to offer taster sessions.</p>		<p>Children can talk about the sports and activities they have been involved in. PE leaders are organising a petanque experience at Molescroft Pavilion as well as exploring other possible experiences. This wasn't able to take place but will be explored further next year.</p>	<p>Next steps, continue to develop next year – links to Petanque and Taekwondo initially. Look at local tennis and rugby clubs.</p>
<p>Each Key Stage to take part in a different sport experience.</p>	<p>Could be linked to the Commonwealth Games. Research circus skills workshops, tri-golf, fencing, archery etc.</p>		<p>Children to be able to describe the range of sporting experiences they have taken part in. Circus Skills Day – booked for 23.06.22 for Y5 and 6. During Summer 1, First Steps are working with a year group a week from Y1-Y4 to do archery. EYFS have a storytelling through PE session booked. Children are able to talk with confidence and enthusiasm about the sporting activities they have taken part in.</p>	<p>Next steps, pupil voice to explore different opportunities. Link with Olympics / commonwealth games and role models such as Sky Brown.</p>
<p>Support and involve the least active children by providing targeted activities.</p>	<p>Invite specific children to clubs and other events</p>	<p>£1,874</p>	<p>Less active children have taken part in sporting activities. Boccia Club is running weekly with less active children invited to attend. In the summer term, children will be targeted for particular clubs/events.</p>	<p>Next steps, explore staff led clubs for sustainability.</p>
<p>Offer a range of extra-curricular clubs for children to learn different sports.</p>	<p>Explore staff led clubs such as netball, running club etc.</p>		<p>Monitoring of all clubs to show that nearly all children take part in one club.</p>	<p>Next steps, develop school led clubs for sustainability</p>

			<p>Clubs currently available:</p> <p>Gymnastics (KS1 and KS2)</p> <p>Tennis (KS1 and KS2)</p> <p>Football (EYFS, KS1 and KS2)</p> <p>Yoga (KS1 and KS2)</p> <p>Table Tennis (KS2)</p> <p>Athletics (KS2)</p> <p>Gardening Club (KS2)</p> <p>Staff-led netball club for Y5/6 to start in the summer term.</p> <p>Dance club to start in summer 2. The Dance club is taking place and the children are engaged. Year 5 children are also leading a dance club for Year 3 children.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				17%
Intent	Implementation		Impact	4300
School focus on intended impact on pupils.	Actions to achieve this	Funding allocated:	Evidence and Impact:	Sustainability and suggested next steps:
Children encouraged to develop good sporting values through involvement in at least two inter-house competitions through PE lessons at the end of units.	Inter-house competitions to be held at the end of at least 2 units each year. Sports Council to collect results for the house points. All children take part in a competitive sports day.		Children demonstrate good sporting values through taking part in competitions Y1, Y3 and Y6 have all held inter-house competitions. Other year groups to hold their competitions next term. The whole school have participated in sports activity morning, inter house competition. As well as a competitive sports day.	Next steps, develop further next year linked to PE scheme. Take part in National Schools Sports Week and other national days. Link competition opportunities to major sporting events such as World Cup, Rugby League World Cup etc.
Children able to access inter school competitions through the School Sports partnership.	To engage in a range of inter school competitions. Request staff to accompany children to out of school competitions. TA cover to accompany children to competitions.	£3,500 £600 – Staff costs for attendance at	Children are able to describe the competitions they have taken part in and the benefits of this. Children have taken part in every inter school competition available. The children have enjoyed taking part.	Next steps, continue as this is very successful.

Involvement in development and engagement competitions for targeted children.	Sports coach to develop skills for specific competitions. PE Leads to monitor attendance at competitions and target invitations to engagement competitions.	competitions.	Attendance lists show involvement of less active children in a range of competitions.	
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Head Teacher:	Laura Wallis
Date:	03.12.21 18.03.22
Subject Leader:	Kathryn Arrowsmith-Cooper and Laura Marshall
Date:	03.12.21
Governor:	Shaun Moulson
Date:	03.12.21