

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department  
for Education

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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](http://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	£11,372
Total amount allocated for 2020/21	£17920
How much (if any) do you intend to carry over from this total fund into 2021/22?	£7094.19
Total amount allocated for 2021/22	£17920
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£25,014.19

## 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><b>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</b></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><b>N.B.</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 2021.</p> <p>Please see note above</p>	40%
<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>	89%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	96.5%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	Yes/ <del>No</del>

## 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: £25,014.19		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: 17.4%
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: £4359.04	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Children to be active during breaktimes (morning break and lunchtime breaks)	Playground equipment to be rotated to avoid boredom so that it's not the same games being played daily. Children to be taught how to use the equipment properly and safely by staff, including lunch time supervisors. Continue to use the playground equipment purchased previously and new equipment.	Ball equipment £290	Children are playing with different equipment. There are not the same children playing the same sport every break time e.g. there is only football a couple of times a week rather than daily. More children are encouraged to be active using equipment that they wouldn't normally have e.g., silts.	The playground buddies to train next year's buddies. To develop this role further by leading more set games at breaktimes. New buddies to apply for the position.	
Playground buddies	To implement playground buddies to support staff and children at breaktimes. A group of children in KS2 to be trained to be a buddy. Children to apply for the post. Children to be buddies (on a rota) during morning and lunch time breaks. To help children engage with games	Buddy badges £18.20	The buddies have taken on the responsibility to look after equipment and support other children in games and physical activities. Children in school know that they can go to a buddy if they feel lonely or if they want to play a game. Buddies have developed their		

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<p>For all children to access physical activity in the Foundation Stage setting.</p>	<p>and physical activities and resolve disputes.</p> <p>To purchase a 3 wheel stroller to enable all children to access the outdoor area and participate in physical activities.</p>	<p>£57.55</p>	<p>social skills by learning to lead and deal with minor disputes.</p> <p>SEND child now able to have access to the outdoor provision.</p>	<p>Continue to use to support children with SEND.</p>
<p>For children to use the outdoor learning environment to increase the amount of physical activity during the school week.</p>	<p>Elite Kids Coaches to deliver Forest Schools to all year groups across FS, KS1 and KS2. To use the forest school area and other suitable outdoor areas for children to develop their team building, cooperation and problem-solving skills while boosting their wellbeing by being physically active and experiencing the five ways to good social and emotional wellbeing. Sessions to include after school as well.</p>	<p>Waterproof tarpaulin £33.29 Forest School sessions £3,960</p>	<p>All children across FS2, KS1 and KS2 have had opportunities to experience forest schools and learn outdoors for at least a half term through sessions in the afternoon and/or during the after-school club. Children enjoy the sessions and most participate fully, being active through a variety of activities and games.</p>	<p>Look at ways that forest schools could link more with class topics and learning e.g. Year 4 this year had forest schools with OAA activities.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0.004%
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:  £95	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
PE lead to use learning and strategies from Level 4 Developing Pupils' Emotional and Social Wellbeing in PE to promote emotional and social wellbeing in PE and other areas of the curriculum.	Share strategies and learning to staff Model through own teaching Use pupil conferencing and observations to monitor emotional and social wellbeing.		ECT teachers more aware of how PE can be used to promote pupils' emotional and social wellbeing. A greater focus is given to the emotional and social wellbeing of pupils in PE.	To implement strategies used in PE in other curriculum subjects. PE lead to continue to model supporting pupils' emotional and social wellbeing.
To raise awareness of PE in school and develop positive attitudes towards PE.	To award a PE Star of the Week sticker to a pupil who demonstrated outstanding effort and progress in every PE lesson. Names to be collected and at the end of every term, a name to be randomly drawn to receive a £5 voucher as a prize.	£5 x 3 = £15	More children receive acknowledgment for their effort and progress even the least able children.	Continue to promote PE thorough awarding pupils PE Star Sticker.
To identify and support pupils who are not physically literate and to improve their fine and gross motor skills.	SEND lead to purchase the BeamKent Community Health assessment kit. Teachers to assess children's physical ability and identify those that may need interventions to support their motor skills.	£80	Assessment tool kit used to assess all children in school on their physical abilities. SEND lead able to identify those children who need specific interventions to develop their physical abilities.	Interventions to begin September 2022 for those children identified.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:	
			31.3%	
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:  £7831	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Develop staff knowledge and confidence through PE Pro App and Elite Kids Coaches	Use teacher questionnaires to inform which CPD/ areas of the PE curriculum to develop Use the PE Pro App to support planning and subject knowledge Begin to use the PE Pro App to inform assessment and progress of pupils Teaching staff to observe coaches and be involved in the sessions to develop their skills and knowledge to be able to teach more confidently in that area. To record observations in Assessment books.	PE Pro App £1,250  Coaches £6,290	The app has had a positive impact on teachers' teaching. Staff have found the app useful for their teaching (subject knowledge) and in lessons. The videos have been used to show children the learning activities in the classroom. Children know then what they are doing so this have saved time in the PE lesson explaining the activities. From observing and participating in the coaches' sessions, teaching staff are more confident in teaching that area of PE. Children more engaged in lessons are they are taught by the 'experts' and not just their normal teacher. They have learned the correct techniques e.g. in football Year 3 pupils could explain how to kick the ball correctly.	As new staff join our school, continue to use the PE Pro App to support the teaching of skills and knowledge in PE. To use the teacher questionnaires to match teacher's areas of development to the CPD offered by the coaches and training. Teachers to continue to use their assessment books to record their CPD and use video/photos for PE lead to monitor the impact more rigorously.
Subject leader to keep informed of developments in PE and sport through CPD.	Subject leader to attend PE conference February 2022 (Cancelled)			

<p>To develop PE lead's knowledge and understanding of PE and OFSTED's expectations.</p>	<p>PE lead to attend virtual PE Conference (Yorkshire Sport Foundation) April 2022</p> <p>PE lead to attend virtual training from Summer Partnership led by Rupert Hadeley.</p>	<p>£25</p> <p>Supply cover £199</p> <p>£67 training and cover</p>	<p>PE lead updated with what's current in PE, sport and physical activity. Focus on developing engaging PE lessons, developing the PE curriculum ready for OSFTED and changes to the School Games.</p> <p>PE lead has a greater understanding and knowledge of OFSTED's PE Subject Review Document and how to implement strategies and ideas from the document into the PE curriculum.</p>	<p>To implement ideas from the conference and continue to share with staff.</p> <p>To review curriculum and monitor implementation – see PE Action Plan.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 50.2%
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: £12,566.60	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
All children in Years 5 and 6 to meet the NC requirements for swimming (catch up)	Pupils in Years 5 and 6 who have not met the NC requirements for swimming to attend a term's swimming lessons.	£11,926.60	In the Year 5 cohort, 42 out of 45 children can now swim. In the Year 6 cohort, the number of children being able to swim confidently has increased from 3 children to 12 children.	Continue links with Ackworth School
To provide pupils with experience of Sports led by expert teachers.	Year 3 girls Tennis Event at Ackworth School to develop tennis skills and promote tennis. Year 3 girls to attend a tennis event with class teacher. To participate in tennis themed activities.	Coach £140	Pupils increased their confidence and developed their tennis skills. They enjoyed being involved in a sport with 'experts'.	
To provide pupils with experience of a triathlon events and raise aspirations though role models (The	Year 3 Tennis School Themed Challenge Event A group of Year 3 pupils to attend the event and develop their tennis skills and team building.	Coach £180	Children experienced taking part in a competition and developed their team working skills by learning a new game and developing strategies. They were able to practise their tennis and object control skills.	
	Year 6 children invited to a mini triathlon event at Minsthorpe Leisure Centre	Coach £200	This was a challenge for some of our Year 6 children. They developed endurance, perseverance and stamina to	

<p>Brownlee brothers)</p> <p>SEND children to participate in different sports.</p>	<p>Wednesday 25<sup>th</sup> May. They will compete a mini triathlon (run, swim and bike). The Brownlee brothers (Olympic medallists) to be there.</p> <p>Primary Inclusive 'Come and Try' Festival for SEND pupils from Year 3 - 6 Friday 10th December At Minsthorpe Community College, WF9 2UJ Events to try: Boccia New Age Kurling Sitting Volleyball Inclusive Archery</p>	<p>Coach £120</p>	<p>compete in this event. All children were able to participate. They were inspired by the achievements of the Brownlee brothers.</p> <p>Some of the children attended were not confident at sport but enjoyed these sports as they are accessible. All children attended learned how to play a sport that they had never played or heard of before.</p>	<p>Continue to offer SEND pupils experiences of sport</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0.015%
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: £362.94	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
SEND pupils to participate in competitive sport through virtual competitions.	SEND pupils from KS2 to participate in a virtual boccia competition. Pupils will complete 3 activities and record their scores. Scores to be sent to SGO.		Most pupils have not played Boccia before and were introduced to a completely new sport. They developed perseverance and object control skills as some of the activities were challenging. Pupils scored highly and won 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> place in different year groups.	Continue to participate in virtual and in person competitions.
To develop pupils' skills in cricket with the purpose of entering an inter cricket event.	A cricket after school to be set up to develop pupils' skills and enable them to perform well in a quick cricket competition. 8 <sup>th</sup> June	Coach £140	Pupils' skills and abilities improved through practise in the after-school club. They learned the correct way to hold the cricket bat, hit the ball and field – developing strategies to field effectively. Pupils were more confident at entering the competition.	To select inter sports events to enter and form teams in school to enable pupils to practise and learn the skills needed before the competitions. After school clubs and volunteers needed.
To develop school links with other Enhance Schools through inter events.	Year 5 and 6 pupils to enter an inter school football competition with schools in the Trust. Pupils to train and compete in a tournament 14 <sup>th</sup> July.	Coach <del>Cost of renting the fields £40</del>	Event cancelled.	

<p>All children in school to experience a Sports Day in a competitive environment.</p>	<p>Sports Days to be more competitive (parents' request) Each key stage to hold its own Sports day. KS1 and KS2 to use the track to hold races where pupils compete against one another. Prizes to be awarded 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup>.</p>	<p>Stickers £14.85 x2 Certificates £40.24 Tug of War £13</p>	<p>Children practised their skills for their sports day and experienced competing against each other. Children competing in the cross-country race, especially showed determination and perseverance even when they were far behind the other competitors. Parents enjoyed seeing their children compete.</p>	<p>Use this sports day format next year.</p>
<p>To provide opportunities for children to compete against other schools in a league style tournament.</p>	<p>School to enter KS2 Collaboration Cup 2022 A1 Football Factory 12th July @ 10.00 to 14.00 The competition will be played as a league with an award ceremony at the end against five other schools.</p>	<p>Coach £140</p>	<p>The children consolidated their knowledge and understanding of the game. They improved their defence and attacking skills through the games.</p>	<p>Continue to develop links with local schools and plan opportunities for children to further develop their skills in football and other sports they will compete in.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	