

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>Elite Kids trained Sport Ambassadors (Y5 pupils) to lead games during the lunch time break. Children were more engaged in physical activity at lunchtimes. More children involved in purposeful activity at break times due to more equipment. During lockdown, each bubble had their own break time equipment and used the playground at separate times. Before lockdown, children accessed different clubs run by Elite Kids. Parents and children were encouraged to take part in physical and PE activities at home during lockdown with activities posted on Dojo, including online lessons and videos from the SGO for school and other sources, such as Joe Wicks. Visitors to school have encouraged healthy living, such as the visit from Luke Cooper. New staff have gain confidence with CPD from Elite. Staff have begun to look at what assessment could look like through lessons from Elite. Children took part in a Virtual PE School Games Day. Completing activities at home and at school (Key worker and Vulnerable children). Certificates were given to the winning teams.</p>	<p>To offer a wider range of after school clubs To increase the use of outdoor learning, especially during the Covid Pandemic to allow more active lessons in safer way To develop assessment in PE through the use of PE Pro App and PE Lead to monitor To continue to develop the PE curriculum (with the use of the PE Pro App to support content)</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

If YES you must complete the following section

If NO, the following section is not applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £11,372	Date Updated: March 2021		
<p>What Key indicator(s) are you going to focus on?</p> <p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity</p> <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 5: Increased participation in competitive sport</p>				<p>Total Carry Over Funding:</p> <p>Spent £11,400.28</p>
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:
To raise expectations and increase participation of inter competitions. To enable to feel part of a team and proud to represent their school in a competition.	<p>To purchase school PE uniform including shorts, T-Shirts, jogger and jackets ensuring there are a range of sizes to fit all children.</p> <p>To purchase dryer and storage boxes.</p> <p>Children to wear school PE uniform on competitions.</p>	<p>Uniforms £1,885.50</p> <p>Storage £62.61</p> <p>Condenser dryer £224.99</p>	Due to Covid-19 restrictions and lockdown – no inter competitions have taken place.	Children to wear uniforms at inter competitions. They will be washed and dried at school.
To increase the fitness and coordination of pupil's in FS and help pupils develop their agility, coordination and fitness by offering a range of activities.	Purchase equipment that will help pupils to develop their coordination, balance and agility e.g. balance bikes, gym climbing frame etc.	Equipment £1,244.58	Pupils in FS are engaged in physical activity and are improving their coordination and balance.	To continue to monitor and evaluate how the equipment has impacted on the children's physical development.
To have active break times for all pupils.	Each bubble to have their own equipment to reduce the transmission of Covid 19. Equipment to be wipeable	<p>Equipment £1000.29</p> <p>Skipping Games £96.50</p>	Pupils more actively engaged with the equipment purchases at break times. KS2 pupils taking responsibility for taking the	To develop break times and lunch times further with dinner staff to offer a wider range of activities and zone the playground.

<p>Continue to promote the value of PE and celebrate progress and achievement.</p>	<p>where possible. A variety of equipment to be offered and regularly changed to keep the pupils' interest.</p> <p>Award each lesson a PE Star. Pupils to receive and sticker and their names recorded.</p>	<p>Stickers £12.55</p>	<p>equipment out and returning it.</p> <p>Pupils feel a sense of achievement when rewarded the PE Star.</p>	<p>To reintroduce the PE Star Raffle at the end of each term.</p>
<p>PE specialists (Elite) to deliver outstanding PE lessons and CPD to staff. Autumn Term</p>	<p>Elite to deliver CPD in their lessons to teaching staff. Pe lead to use staff questionnaire and professional dialogue to support teacher's CPD needs and plan accordingly. Subjects to deliver to be those that can be taught outside e.g. games, functional fitness and dance.</p>	<p>Elite Kids Coaching £1962.50</p>	<p>Staff feel more confident to teach areas of Dance and Games with their class. CPD was provided to match teacher's development needs as much as possible.</p>	<p>Teachers to continue to use new knowledge and skills in their PE lessons. PE Lead to continue to monitor.</p>
<p>All teachers to have CPD and support when delivering PE using professional resources</p>	<p>Use the Elite PE Pro App to support planning and delivery of the PE curriculum. Teachers to have CPD on how to use the app and use the lesson content to support their teaching and pupil's learning through the use of the videos and lesson ideas.</p>	<p>PE Pro App £1,250</p>	<p>This App will aid teachers with their knowledge, skills and delivery of PE. It will also be a tool to assess children's fitness and skills against the aims of the National Curriculum.</p>	<p>PE lead to monitor the use of the App and collect feedback from teaching staff. To assess the fitness of pupils over time and analyse the impact.</p>
<p>UKS2 pupils to enter the Wakefield School's Virtual Athletic Competition. February 2021</p>	<p>Provide planning and resources to UKS2 teachers. Pupils practise and develop their Athletic skills and enter the competition.</p>	<p>Equipment £332.97</p>	<p>Due to lockdown the competition was cancelled.</p>	<p>Equipment will support the teaching of athletics later in the year.</p>
<p>To increase the physical activity levels of pupils and improve academic achievement.</p>	<p>Promote more outdoor learning where pupils will have the chance to be more</p>	<p>The National Curriculum Outdoors series £104.95</p>	<p>To monitor the impact through observations, pupil voice and planning.</p>	<p>To work with curriculum leaders and plan for outdoor learning.</p>

<p>Subject Leader CPD</p>	<p>physically active. Use The National Curriculum Outdoors resource to support planning. Every teacher to aim to teach at least one outdoor lesson a week.</p> <p>To attend virtual PE conference. Nov'20</p>	<p>£25 course £170 Supply cover</p>	<p>PE lead updated with the latest developments and ideas to support pupils physical and well-being needs. PE shared with SLT and signed up to the School Health and Well-Being Charter.</p>	<p>Action plan has been shared and actions implemented throughout school.</p>
<p>Staff supporting swimming to have the knowledge and skills to be able to teach a small group of children swimming.</p>	<p>Staff and volunteers taking children swimming to complete the Support Teacher of School Swimming online course from www.swimming.org. As we have more children going swimming this year, there are new staff taking the children swimming.</p>	<p>Course £40 x 4 = £160 Overtime for member of staff £65.54</p>	<p>Staff are more confident with the knowledge and skills to teach a small group swimming.</p>	<p>Use the same staff in the next academic year for swimming.</p>
<p>All children in Year 5 to meet the NC requirements for swimming (catch up)</p>	<p>Pupils in Year 5 who have not met the NC requirements for swimming to attend a term's swimming lessons. To sign up to the Swimming and Water Safety Charter to support the needs on non-swimmers.</p>	<p>Sessions and coaching costs £2262 Charter £36 Schools Pack £199 Demonstration Dolls £40</p>	<p>Due to Covid restrictions and lockdown and swimming sessions available at the Swimming Baths, Year 5 pupils have not been able to have their swimming sessions.</p>	<p>We plan for the catch-up sessions for this cohort to begin in 2022.</p>
<p>To improve the quality of teaching and learning in orienteering.</p>	<p>PE lead to develop resources to support the teaching and learning of orienteering including making maps of the local school area with stations e.g. using pictures, clippers and orienteering flags.</p>	<p>Orienteering flags and punches set £61.30</p>	<p>To monitor the impact and use when pupils are taught orienteering.</p>	

<p>To increase pupil's physical fitness.</p>	<p>To sign up to virtual skipping project called "Skip into Summer!". The aim of this project is to inspire and engage your children to get active and have fun, and to create sustainable activity levels and boost self-esteem, confidence and overall wellbeing.</p>	<p>Skipping ropes and storage £204</p>	<p>All pupils across the school have engaged and developed their skipping skills. Teachers planned time for children to learn to skip either in PE lessons or as an extra physical activity. Children now choose to skip at break times individually and in groups. Many children have learned to skip when they couldn't before.</p>	<p>To continue to offer skipping as an activity at break times and a skill to develop in PE.</p>
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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.	
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.	81.25%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	71.87%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	34.37%
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

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: £17920		Date Updated: 26.07.21	
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: 38%
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?:
To train a group of Year 5 children to become the next Sport Ambassadors. Children to lead lunchtime activities and sports, encouraging children to participate and look after sports equipment.		Year 6 Sport Ambassadors to train a group of Year 5 pupils with support from Elite Kids to become Ambassadors.			Due to Covid restrictions, children have not been able to mix bubbles and therefore lead in lunchtime activities.
To develop the playground with engaging equipment and apparatus. Children to know how to use the equipment safely and how to store it away. Children to know how to play and keep themselves safe (no contact – socially distancing).		Provide bubbles with their own equipment to use at break times. Teachers and support staff to lead some activities at break times.		Soft sponge balls £14	Children have used the outdoor equipment and enjoy having equipment to use. In KS2, they have taken responsibility for looking after the equipment. There have been less behaviour incidents reported.
To offer a wider range of physical activity at break times and outdoor PE sessions. Children to develop their coordination, stamina, muscle strength through the use of outdoor gym equipment.		To install outdoor gym equipment. Staff to monitor and encouragement the correct of the equipment. The gym equipment to be used at breaktimes and provide alternative exercises in PE. To be installed 26 th July.		£6,780	To monitor the impact of the gym equipment in the Autumn term.
					Sustainability and suggested next steps:
					To consider training Year 5 pupils in the next academic year.
					To rotate the equipment to avoid children becoming bored and deploy staff to engage different children to use the equipment.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
All children to wear appropriate PE kit and footwear for PE sessions.	Teachers to monitor and communicate with parents. Teachers to wear PE kit as role models when teaching PE. During the Covid Pandemic, children to attend school in their PE kit.		All children attend school in PE kits and most wear appropriate footwear. Less time wasted in getting changed so children have more time for their PE lesson.	To monitor and ensure children attend now with the correct PE kit e.g. navy/black shorts, white shirt.
To reintroduce the PE Star with new stickers and the termly raffle. The Sports Council to take a more active role in this.	Every teacher to award a PE Star in every lesson. The Sports Council to collect names at the end of each term for the raffle.		Every lesson there is a PE star and names are recorded. Elite coaches also award certificates for good progress and effort in lessons. Children like to know who the PE star is and why.	To continue and reintroduce the raffle.
The PE display board to be used to improve the vocabulary and listening and speaking skills of children in PE lessons.	PE lead to share the vocab of the PE topics. Sports council to monitor and change the words as needed through PE units		PE display not used in the hall due to all PE sessions taught outdoors this year.	To develop next year and ensure teaching staff are aware of the vocabulary children need to use.
PE lead to complete Level 4 Well-Being Through PE	PE lead complete the course through attending virtual taught sessions and completing tasks. PE to develop an Action Plan to implement Well-being through PE and share with staff and SLT.	£350	PE lead already adapting her practise to consider the children's well-being. There were many strong strengths in a PE lesson observation of the PE lead by a member of SLT.	To continue the course which will lead into an action plan to develop wellbeing in PE for the school and CPD for teaching staff.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				14%
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:
PE specialists (Elite) to deliver outstanding PE lessons and CPD to staff.	Elite to deliver CPD in their lessons to teaching staff. Pe lead to use staff questionnaire and professional dialogue to support teacher's CPD needs and plan accordingly	Coaching £2480	All teaching staff have had CPD opportunities with the Elite coaches and are more confident in delivering lessons in dance and games (including functional fitness and multi skill activities). Pupils' can describe the skills they have learned and perform them with increasing accuracy.	To ask teaching staff again for areas for CPD, including two new NQTS. To plan to meet these CPD needs with PE specialists and then provide opportunities to put into practice.
To monitor and observe the quality of PE teaching and CPD from outside agencies.	PE lead to carry out learning walks, observations and listen to feedback from teaching staff and pupils		The PE Pro App has had a positive impact on the learning of pupils, for example, in KS1 teachers have found that using the videos there is less time needed for explanations in the PE session outside as children already know what activities they will be doing and the skills they will be practising. Learning walks reflect this.	Continue to monitor the impact of the PE Pro App through professional dialogue and talking to pupils. To continue to collect feedback from staff and feedback to Elite.
Develop subject leader knowledge in Tennis.	Complete LTA Tennis virtual training and use lesson plans to support the teaching of tennis. Share resources with staff.	Training free School awarded a £250 voucher to buy equipment. Postage cost £4.16	Lessons from the training used to develop children's tennis skills in LKS2. Children used the online videos to understand the tasks and the skills they were developing. They also learned the key vocabulary involved.	To plan a tennis unit for each KS and share resources with new teaching staff.
Specialist Tennis teacher to teach and provide CPD opportunities.	Alice Robson (Specialist from Ackworth School) to work with FS.		Pupils in FS have begun to use and understand tennis vocabulary. They have improved their coordination, agility and ball skills.	Tennis specialist to come into school next year and continue CPD.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				6%
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 a choice of sports to pupils through after school clubs and lunch time clubs. Dance, football, gymnastics, rugby, boccia, multi-sports, multi-skills</p> <p>Additional achievements:</p> <p>To provide experience of competition, showcase skills and meet inspirational experts.</p>	<p>To use Elite to run specialist after school and lunch time clubs</p> <p>To explore the use of TAs to run clubs e.g. multi-skills</p> <p>A group of year 4 children invited to attend the Tim Henman Tennis Event at Ackworth School Wednesday 19th May.</p> <p>PE lead to lead the session with our Year 4 pupils.</p>	<p>£977.50</p> <p>Event free</p> <p>Coach cost £160</p>	<p>Pupils have had the opportunity to attend either an afterschool or a lunchtime time. More pupils engaged in meaningful activity at lunchtime and experiencing sport other than in PE sessions.</p> <p>Pupils are beginning to use appropriate vocabulary and have develop their use of both arms to receive and send the ball. The pupils selected were all able to meet Tim Henman and they participated in the competing aiming to achieve their best personal best. Pupils are more interested in tennis and choose tennis as a sport they wish to play.</p>	<p>The number of afterschool clubs and choice of sports was limited this year due to Covid-19 restrictions. To offer more sports in the next academic year when restrictions are lifted.</p> <p>Teachers to use the competition format in future intra events. Continue the relationship with Alice Robson (Tennis coach) and Ackworth School.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0.3%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Children to participate in more intra events throughout the year including a school games day (Sports Day).	Every PE unit to have an Intra event at the end of the unit. PE lead to collect evidence		Every unit of PE has an intra event. Pupils have competed against their class peers.	Continue to deliver intra events every term.
All children to participate in a Covid Safe Sports Day.	PE lead to organise a Sports Day with differentiated activities for each key stage. Each class to complete a circuit of activities in teams. The winning teams to be awarded certificates.	Certificates £12.45	Most children independently recorded their points. All children were actively involved even the least active children.	
Enter at least 8 competitions throughout the year.	Track races also to be held.			
KS2 children to participate in a virtual Cross Competition.	Pupils to train and attempt three runs 1200m. Send the results to SGO for Wakefield Schools.	Stopwatches and batteries £47.70	LKS2 entered the competition. Pupil's increased their stamina and it was clear that the majority enjoyed the challenge e.g. pupils in Y4 choose to run at length during physical activity breaks. A year 4 pupil came third and a Year 3 pupil came 1 st in the competition.	With the competition being virtual, all pupils in KS2 could take part. Enter more virtual competitions when available to maximise participation.

Signed off by	
Head Teacher:	

Created by:



Supported by:



Date:	
Subject Leader:	
Date:	
Governor:	
Date:	