

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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](#) (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: |
|--|---|
| <ul style="list-style-type: none"> - Increased participation in competitive sport through the PAT Games. A large number of students including SEND, PP and inactive students accessed these events. - High level of gymnastics lessons and extra-curricular opportunity working with Evolution Gymnastics. - All staff in appropriate kit for delivering PE lessons in order to be good role models for students. - Targeted classes attending Pontefract Squash and Leisure centre to develop community links and give students the chance to try new activities. | <ul style="list-style-type: none"> - Broader experiences of a range of sports and activities offered to all pupils. This should be ran through extra-curricular clubs and taster sessions across the year (COVID dependent) - Increase the amount of physical activity pupil's access across the school day through active lessons, brain breaks and lunchtime activities. Aim- 30 mins. - Ensure PE lessons are good to outstanding in order that students have plenty of opportunities to practice and improve their physical, mental and social skills and develop a love for Physical Education. |

Did you carry forward an under spend 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: £TBA | Date Updated: November 2010 | |
| What Key indicator(s) are you going to focus on? | | | | Total Carry Over Funding: |
| | | | | £ |
| 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?: |

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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. | 30% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 11% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 5% |
| 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? | 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: £18,630 | | Date Updated: 12/07/2021 | |
|--|--|-------------------------------|--------------------|--|---------------------------------|
| 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: |
| | | | | | 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?: | |
| PE, School Sport and Well Being co-ordinator of PAT (Kate Wood) to implement a variety of opportunities for students to be physically active. | The competition calendar to resume post COVID restrictions allowing as many students as possible to be physically active. Support in the delivery of inter-school activities eg. Cross-country. | | £4914.55 | More children taking part in physical activities throughout the day, gaining access to regular physically active competitions. | |
| Staff to implement more opportunities across the curriculum to be physically active. | All staff CPD from Kate Wood on the use of Orienteering to deliver a Maths lesson 14/10/2020 | | £0 | Students recognise the importance of including more physical activity into their day. They also have the opportunity to develop their maths skills in a different context to sat in the classroom- this can increase enjoyment levels and therefore attainment | |
| | | | | More intra school competitions in a range of activities in order that all students can enjoy physical activity | |
| | | | | Use of Teach Active to increase the amount of Active lessons taking place across the week. This will develop attainment and highlight the importance of avoiding a sedentary lifestyle. | |

| | | | | |
|---|---|--|---|---|
| To improve the physical and mental health of our least inactive students. | Weekly active sessions with KW to promote physically active lifestyle and acknowledge importance of mental health alongside physical health. | £0 | Students to understand how to make healthy choices and the impact a sedentary lifestyle has on both physical and mental health. | Target more students across the Key Stages in order to develop a culture of healthy active lifestyle choices. |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: 7% |
| 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: |
| Supplying all new members of staff with correct PE kit in order to be good role models to pupils. | Staff will be expected to wear this during PE lesson and any other extracurricular activities outside school. | £118.80 Plus new order: £132.00 Total: £250.80 | Raising the profile of PE in school sport across the school community. All members of staff promoting a good role model to all students and parents. | Students to have their own branded PE kit so they feel part of the school ethos. |
| Regular monitoring of PE lessons within school. | DL Subject Leader, Head teacher and PAT PESSPA leader to attend PE lessons across half terms in order to ensure high quality of lessons. | £0 | Ensure staff are following PAT long term planning and using PE as a platform to develop pupil's character, core values and health and well-being. | Physical activity interventions to help develop student's communication, team work, resilience that they can use, not only in a PESSPA setting, but across their lives. |
| Implement more Active lessons taking place across the curriculum- not just PE lessons. | Staff encouraged to deliver one Active Maths and English lessons during the week in order to increase levels of physical activity and engage students in Maths and English. | £975 | More students likely to achieve the 30 active minutes recommended. Opportunity to engage more students in Maths lessons- raising attainment levels. | This becomes a more formal and regular part of the curriculum. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|--------------------|--|--|
| | | | | 1% |
| 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: |
| YST core membership to increase opportunities for staff CPD. | Identify areas of weakness for staff through student voice. This will inform areas that we can focus on with YST. This maybe through remote CPD and (COVID permitting) access to YST professionals to deliver whole staff CPD. | £210 | Increase the quality level of PE lessons and physical activities across the school through educating staff about the importance of PA in school. | Increase the membership level to have a greater level of support from the Youth Sport Trust. |
| Membership to 'Get set for PE' for staff planning and staff CPD. | Staff use 'Get set for PE' for all PE lessons. This provides them with all lesson planning, teaching points, assessment and ideas for activity breaks within their classrooms. | £0 | Increase staff confidence so children receive good to outstanding PE lessons on a regular basis. This will assist in student progression from EYFS all the way to year 6 in order that students are ready to continue taking part in PESSPA at high school and into later life. | To incorporate health and wellbeing objectives in all lessons to promote not just the physical side of PE. |
| Regular 1 on 1 CPD for any staff that may need extra support in their PE lessons. | Speak to staff to ascertain which staff feel they need the support. KW will work with them across a full half term and give regular feedback to help them develop their confidence and PE specific hints and tips. | (see above) | Staff develop a more positive attitude towards PE lessons. When staff relax into PE lessons and apply teaching skills they use in the classroom into PE, students will make progress in their skills, develop knowledge and understanding and enjoy lessons. | KW to revisit staff in order to ensure staff are maintaining the high level of PE delivery during curriculum time. |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|---|---|---------------------------------------|--|---|
| | | | | 15% |
| 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: |
| Increasing equipment to allow all students to access a range of activities to broaden the knowledge and skills. | Equipment audit to ensure we have the appropriate equipment needed for the curricular and extracurricular activities. Create a lunch time equipment stock. Table tennis table to increase participation at break and lunch, supplementing table tennis sessions taught by Ackworth School | £427 £2240 Total: £2667 | More students taking part in physical activities across the school day, both during and after school. Students that may not enjoy 'traditional' sporting activities may have the opportunity to find an activity they are passionate about and want to pursue outside of the school environment. | Student voice to find out the activities the students would be most interested in participating in and look into any local clubs/ coaches that can deliver extra curricular sessions and/ or taster days. |
| Allow students to access gymnastics- something that has been missed in PE lessons during 20/21 due to COVID restrictions. | Evolution gymnastics to run after school club for..... in order to get more students involved in physical activity outside PE lessons. | £200 | More students have the opportunity to be active and practice the key skills used in gymnastics. This will hopefully allow some students to develop skills lost due to COVID. | More gymnastic sessions, plus other extra curricular clubs will start up in September to allow lots of opportunities for students to be active. |

| Key indicator 5: Increased participation in competitive sport | | | | 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: |
| A regular inter-house competition calendar to ensure a healthy active lifestyle and improve the fitness of students. Develop a healthy competition mind-set and to improve understanding of winning and losing and taking part. | Half termly cross-country competitions. Post COVID regular inter-house sport competitions eg. Football. | £0 | Students get used to competition against students and themselves. Character building and develops confidence to help them succeed in later on in life. | To increase the range of activities that student can compete in across the school year. |
| As many students as possible to access PAT and School Games events. (COVID Dependent) | (Once COVID restrictions are lifted) Ensure all staff are aware the PAT Games competition calendar so they can prepare their pupils for the event. Staff to track which pupils have attended events so that we can target any that haven't had opportunities to compete. | (see above) | Students will develop a healthy approach to competition and learn the importance of sportsmanship, responsibility and reliability. They will also have the opportunity to work outside their comfort zone in a range of venues against many different students from the trust as well as further afield. | Try and improve the level of performance in the PAT games in order to increase the amount of School Games events we can attend. This could be through targeted extra curricular clubs to run alongside the competition calendar. |

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| Signed off by | |
| Head Teacher: | James Parkinson <i>Mr J. Parkinson</i> |
| Date: | 15 th July 2021 |
| Subject Leader: | Richard Beevers |
| Date: | 15 th July 2021 |
| Governor: | |
| Date: | |