

# 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](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	£6,280
Total amount allocated for 2020/21	£19,550 + £,6280
How much (if any) do you intend to carry over from this total fund into 2021/22?	£15,984
Total amount allocated for 2021/22	£ 19,550
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 35, 534

## 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 2020.</p> <p>Please see note above</p>	%
<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>	%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	%
<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>	

## 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: £ 35, 534		Date Updated:	
<b>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</b>					Percentage of total allocation: %
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:
Increase activity levels of students at breakfast club, break, lunchtimes and after school.	Update of equipment in order to ensure all students can practice skills from PE lessons and try new activities they may not have tried before.		Funding included in the “Purchase of PE equipment to prevent participation barriers during PE lessons” intent. (see below)	Higher levels of activity outside of PE lessons in order to improve skills of students as well as physical and mental health.	Student survey to find out the activities they would like to take part in outside PE lessons and organised school sport.
Increase the activity levels of students outside lesson times by running student led activities i.e. energy club.	8- 10 sports leaders to be trained up by KW in the Primary Playmakers Award.		£99 per year	Once they have completed the 6 hour course they can start running physical activity sessions with other students to increase the skills and physical health of these students. It will also improve the confidence, communication and leadership skills of the leaders.	Students to run their own inter house competitions for LKS2 and KS1 in order to give them more opportunities for participation.

<p>Encourage more girls to engage with physical activity, particularly at breaks and lunchtimes when levels are low.</p>	<p>Girls Active Leadership Squad (GALS) to be established in order to raise awareness of the barriers in place for girls in sport and come up with strategies to improve this. Girls to be given their 'own day' in the MUGA. Girls only afterschool club to be created.</p>	<p>£0</p>	<p>Improve confidence and motivation of girls to take part in physical activity during their own time. This will increase physical and mental health of the girls.</p>	<p>Regular and established girls only clubs and activities to ensure longevity.</p>
<p>Additional swimming lessons for those who missed out last year due to covid-19 (last year's Year 4 pupils who are now Year5).</p>	<p>Our current Year 5 pupils have been given the opportunity to go swimming once per week every other half term at a new, local facility.</p>	<p>Total – £1,824 Autumn – £550 Spring – £337 Summer - £937</p>	<p>Children have already begun to show signs of improvement in their swimming techniques and an improved confidence within the water. This should be reflected within the Swimming Data once these children reach Year 6.</p>	<p>Children have already begun to grow their love of swimming and have enquired about beginning to swim outside of school. School will also provide the additional swimming lessons next year.</p>
<p>Provide children the opportunity to participate in rock climbing (indoor climbing wall) in order for them to peruse a non-traditional sport.</p>	<p>Organise half-termly sessions at a new local facility for our Active Minute Challenge winners.</p>	<p>£99 per hour for 28 children.  Coach £150 (per journey).  First session to booked will during the last week of the Autumn term.</p>		<p>Children have already begun to enquire about starting rock-climbing lessons at the local facility simply after being told that they may be given this opportunity at some point throughout the year. A physical reward is something that we will continue to provide for the winners of our Active Minute Challenge.</p>

<p>Purchase of PE equipment to prevent participation barriers during PE lessons.</p>	<p>-Complete regular PE audits. -Order equipment from a range of suppliers.</p>	<p>Total - Tennis balls – £120 Bean bags - £39.30 Dodgeballs – £219 Football goals - £608 Multicoloured play-ground disks - £90</p>	<p>Reduction of any possible barriers of children not being able to participate due to lack of equipment.</p>	<p>Monitor, organise and maintain the equipment in order for it to last longer before the need to purchase new equipment</p>
<p>Promotion of active lessons and learning (SDP link) in order to develop physical literacy skills: confidence, higher levels of happiness, social trust and resilience.</p>	<p>Use of teach Active resources to introduce active lessons (especially English and Math) to provide all children with increased physical activity opportunities. Promote the use of Go Noodle as often as possible. Promote the use of Just Dance as often as possible. Introduction of the Daily Mile.</p>	<p>Yearly subscription of £975.</p>	<p>Children now complete weekly active Maths and English lessons which have improved the amount of physical activity being complete greatly. The Daily Mile has been successfully integrated into each class' weekly timetable and is something the children look forwards to.</p>	<p>The yearly subscription will continue to be purchased as it has been deemed to have greatly improved physical activity levels across the school. Teachers will continue to explore the website and use their range of resources on a regular basis. Teachers have also began to adapt these activities to improve them further.</p>
<p>Continued implementation of the Active Minute Challenge to encourage, monitor and promote students physical activity levels.</p>	<p>Active Minute Challenge display to be created in each classroom each year. Continue to provide 2 Moki wrist bands per classroom for children to wear in order to track activity (children will change on a daily basis). Continue to celebrate each class's activity during weekly assemblies (certificate to be given to the class</p>	<p>Moki wrist bands purchased 2020/2021</p>	<p>Children are motivated to improve their physical activity levels and encourage their peers to do so when it is their turn to wear the Moki bands.</p>	<p>Continue to have a 'buzz' around the concept and don't let it fizzle out. Staff are continuing to work on cementing the Moki Bands into life at the school.</p>



	with the most activity).			
Lease with PE, School Sport and Well Being Coordinator to deliver Balance Bike sessions to our Year 1 pupils during the Autumn term.	PE, School Sport and Well Being Coordinator will take a lead role in delivering these weekly sessions whilst the class teacher supports. The following session, the class teacher will lead the session and the PE, School Sport and Well Being Coordinator will support	The cost of the balance ability bikes was taken out of last year's 2020/2021 budget.	Children have been given the opportunity to participate in a non-traditional sport at no cost to themselves. An improvement in balance should be seen within their P.E. lessons as they progress through school.	To regularly maintain the bikes in order for them to last. Provide more opportunities for KS1 children to partake in the activity.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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?:
Youth Sport Trust membership to allow access to resources which will provide PE lead the opportunity to apply these to the schools needs in order to improve PESSPA.	- Explore website and resources and adapt these to improve PESSPA within school. - Look into CPD opportunities to improve areas of weakness in PESSPA across our school.	£210	- Staff are better informed into how to improve PESSPA across school. Therefore students are closer to achieving their 60 active minutes across school day.	- Continue to purchase the membership yearly. - Continue to explore the resources and adapt and apply them to suit our school's needs.
More lessons to be delivered across the whole curriculum in an active way through use of Teach Active.	One Maths/ English lesson per week to be taught using 'Teach Active' planning.	Yearly subscription already provided.	Students have more opportunities to be active across the school day, therefore improving both physical and mental well being. Also improving engagement and attainment levels with English/	Formalising these lessons and increasing the frequency that staff deliver lessons in this way.

			Maths, particularly with students working below expected.	
Increase student's pride in representing the school in inter school events.	New student kit to be used when students are taking part in competitions and festivals.	£252	Students feel a sense of belonging and pride when representing their school. This becomes something to aspire to achieve as students move up the school.	More formal PE kit for PE lessons in order to raise profile and increase that sense of belonging.
Sport is part of our weekly celebration assemblies to ensure whole school are aware of the importance of PE and School Sport, which will encourage and inspire all students to aspire to participate in school sporting events, competitions and physical activity.	Achievements from sporting events announced in assembly, on website, twitter feed and school newsletters. Achievements of teams and individuals at sporting events (School Games etc.) celebrated in assemblies, with certificates / trophies handed out.	£0	The profile of PE for both staff and students is raised. Increased aspiration of students to want to be involved in school sport and competitions. Increased participation of children in school sport and competitions. Improve confidence and self-esteem of students. Increased aspiration of children in class; mirroring the desire to succeed and compete in the classroom. Improved pupil attitudes to PE and school sport. Attendance / participation registers. Pupil voice Communication on website / Twitter feed / letters and newsletters home. Enhanced communication with parents and carers.	Continue to provide this opportunity of celebration for new students entering the school. Celebrate more outstanding sporting achievements of pupils outside of school at their local clubs. Recommend local clubs to join if children are interested.



			Positive impact continuing to be seen on whole school outcomes.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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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:
Use of KW (PE, SS and Well being coordinator) to improve the quality of education in PE and also quality of performance in sport.	Regular meetings with KW in order to inform about strengths and weaknesses of our school's PESSPA offer. KW to work with specific members of staff in their PE time. Begin with ECTs then staff that, through both self and staff reflection, feel they may need more support.	£6021	Staff confidence improved so students receive higher quality lessons therefore more progress made across schemes of work. This will, in turn, improve performance levels at PAT Games and School Games events.	Analyse extra-curricular offer in order to allow more students to access sport and physical activity across school day. Staff members could run these activities through activity specific CPD.
PESSPA subject lead to complete AfPE level 6 certificate in Primary School Physical Education Specialism.	3 sessions across school year and completing coursework within school i.e. creating PE policy, RAG rating PE, lesson observations etc.	£0 (paid for from previous year's budget)	Subject leader to gain greater understanding of quality of Physical Education within their school. This will allow them to identify strengths and weaknesses within the school and tailor CPD to suit this.	Create action plan in order to make improvements. This may be KW working with specific members of staff or specific whole staff CPD i.e. behavior management, assessment etc.

PE subject lead to attend yearly Wakefield PE conference.	Attendance. Make notes and evaluate the resources and recommendations from the course based on how this will impact PE subject leader role in school. Create action plan and 'next steps' from the day.	£0	Knowledge brought back and applied in school. Increased understanding and development of middle leadership in school; impacting positively on school curriculum.	Attend the course on a yearly basis if delivered. Recommend other members of staff attend next year's conference to develop their understanding of sport premium funding.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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 curriculum developed by PAT PE, School Sport and Well Being coordinator using Get Set for PE to ensure pupils are offered a rich and varied curriculum across school. This will focus on activities missed in 20/21 curriculum due to COVID.	From EYFS to Y6 curriculum in varied and students cover Dance, gymnastics, team building etc. all which were missed last year.	£0 (Paid through previous year's budget)	Students to receive well planned, progressive, high quality PE across a wide range of activities. Staff need to be aware of gaps in knowledge and therefore may need to deliver scheme from previous year.	Introduction of alternative extra-curricular activities that may not be covered in curriculum time. i.e. archery, swimming, basketball.
Increase EYFS and KS1 levels of balance, coordination and core strength.	Balanceability bikes bought in order that each student in EYFS/ Year 1 receives a half term of lessons.	£0 (paid through previous year's budget)	Improve students' balance, coordination and core strength in order to better prepare them for PE lessons and a future of being physically active. Speed up process of learning to ride a bike.	Top up sessions used for students that may have struggled to achieve outcomes across the original 6-week block. Encourage more students to cycle to school.

<p>To increase the range of sporting opportunities available in school through our PE curriculum, PA and SS by giving staff guidance on when and how to use the recently bought table tennis tables.</p>	<p>Create a timetable for when children can access the tables. To inform staff and provide guidance on to how and when these are to be used. Develop sports leaders to understand how to use the equipment in line with sporting guidance. Where possible, introduce more non-traditional activities such as ultimate Frisbee, archery, ping pong and handball through after school clubs.</p>	<p>£0</p>	<p>Children / year groups allocated time slots to access outdoor table tennis table: increased participation. All children exposed to a sport which they would not otherwise have the opportunity to do so. All children and staff have an increased knowledge and understanding of the sport. Pupil voice. Staff voice. Increased provision / opportunities for all children to be engaged in PE, PA and SS.</p>	<p>If the sport proves popular, explore creating an afterschool club. Ensure that the equipment is maintained and available for the children to access.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
Weekly engagement in both inter and intra school sport offering opportunities across age groups, gender, SEND etc.	Regular participation in both the PAT Games and School Games. (both competitive events and festivals) Also more intra school competitions i.e. Y3/4 interhouse football alongside the regular cross country competition.	£120 minibus to the A1 football factory. £100 minibus to the A1 football factory. £80 minibus to the A1 football factory.	ALL KS2 students should have the opportunity to take part in competitive sport across the school year.	Look at how we can engage KS1 in competitive sport.

Signed off by	
Head Teacher:	Hayley McNeill
Date:	22/11/21
Subject Leader:	Dan Wilbor
Date:	22/11/21
Governor:	
Date:	