

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by

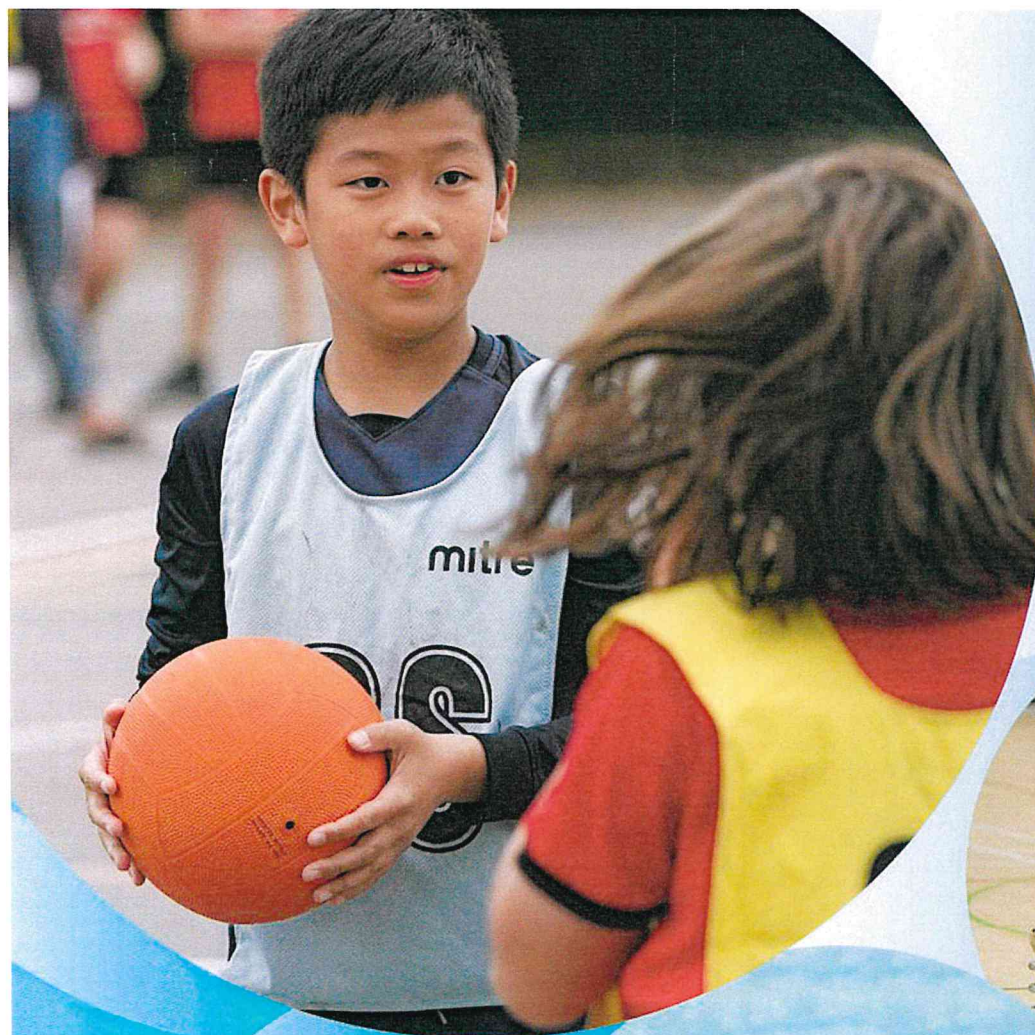


Department
for Education

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	£0
Total amount allocated for 2020/21	£17,780
How much (if any) do you intend to carry over from this total fund into 2021/22?	£5,847
Total amount allocated for 2021/22	£17,780
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£23,627

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	
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	93.75%
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	56.25%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	56.25%
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: 2021/22		Total fund allocated:	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: 12%
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.	£1946	There are higher levels of activity outside of PE lessons improving sport specific skills of students as well as physical and mental health. 100% of pupils surveyed had attended a school event or competition which linked to PE coverage in individual KS2 classes over 50% of every class have attended an event. Evidenced in summer 2 survey.	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 sport leader activities at dinner times.	8- 10 Y5 sports leaders to be trained up by KW in the Primary Playmakers Award. Current Y6 sport leader roles to be embedded with use of daily timetable and regular meetings.	£99	Physical activity sessions for other students which is increasing the skills and physical health of these students. It has also improved the confidence, communication and leadership skills of the leaders. Dinner time observations and pupil voice used as evidence.	Students to run their own inter house competitions for LKS2 and KS1 in order to give them more opportunities for participation.

Encourage more girls to engage with physical activity, particularly at breaks and lunchtimes when levels are low.	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. Totally Runnable company to be used as part of training and development. GALS to run girls only table tennis sessions at dinner time using already purchased equipment.	£825	Improved confidence and motivation of girls taking part in physical activity during their own time. This is improving the physical and mental health of the girls.	Regular and established girls only clubs and activities to ensure longevity. Survey completed to identify needs of girls.
Encourage more pupils to complete active travel to school.	Launch of Park and Stride scheme completed in September to promote to the local community. Children are now arriving to school on scooters, bikes and walking due to car parking being located at the Carleton.	£0	More children are engaging in active travel. (School Streets Project) Children's well-being and fitness is improving through the use of the equipment.	Survey to be completed
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 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:
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	- All 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.

<p>Increase student's pride in representing the school in inter school events.</p> <p>Ensuring all students have appropriate kit for PE lessons</p>	<p>New student kit to be used when students are taking part in competitions and festivals.</p> <p>There is spare PE kit for students to borrow if they forget in order that this is not a barrier to participation.</p>	£426	<p>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. (See registers)</p>	<p>More formal PE kit for PE lessons in order to raise profile and increase that sense of belonging.</p>
<p>Increase parental engagement in PESSPA opportunities provided to children.</p>	<p>Ensure social media includes physically activity each week.</p> <p>Invite parents to attend PAT events.</p>	£0	<p>PESSPA is spoken about more frequently by a greater number of stake holders, ultimately, raising the profile across school and the community.</p>	<p>Monitor and record social media posts to identify successes.</p>
<p>Continue to raise the profile of PESSPA across school and staff to become role models in PE to students.</p>	<ul style="list-style-type: none"> - Ensure new staff have kit ordered to demonstrate consistency and model expectations. - Pupil expectations to be reshared and monitored in individual classes. 	£78	<ul style="list-style-type: none"> - All staff are wearing staff tops, modelling expectations to pupils and being role models. - All staff involved in PE lessons including LSAs are modelling the same expectations so students are getting the same high levels of teaching. - Pupils wearing PE kit on PE days has increased levels of participation. 	<ul style="list-style-type: none"> - All staff to encourage physical activity during the school day, not just PE lessons through active lessons, brain breaks etc. so it is seen as an incredibly important part of the school day. - After school clubs for the 2021/22 year to be run by staff members promoting a range of sports and being role models to children.


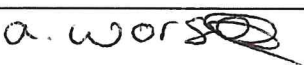
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

			Percentage of total allocation:
			25%
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.	£6,021	Through PE lead attending Level 6 course, staff confidence has 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 (AW) 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 has greater understanding of quality of Physical Education within their school. This has allowed 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.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:

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.	£1,302	All students receive well planned, progressive, high quality PE across a wide range of activities. This ensures there are no gaps in knowledge and students can access a wider range of activities outside PE lessons.	Introduction of alternative extra-curricular activities that may not be covered in curriculum time. i.e. archery, swimming, basketball
After school clubs based on local opportunities to be implemented throughout the school year to provide greater range of sports including football, gymnastics, dance and multi skills.	Local organisations to be contacted and a half termly rota to be set up. Pupil voice used to include sports leaders and GALS.	£300	More students are accessing after school clubs which is improving skill levels and physical health of students. More students are also accessing clubs outside of school through these links. See registers.	Student feedback gathered half termly in order to keep activities and clubs relevant and interesting for students.
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	Improved 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.
Develop opportunities for children to have a greater understanding of a healthy lifestyle and the importance of physical activity alongside a healthy diet.	Children to take part in Classroom Kitchen.	£50	More children are able to recognise a healthy diet through a healthy eating competition where opportunities were given to design and cook healthy meals without support.	Continue to participate in competitions including a broader range of year groups.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:
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.	£595	Representing our school at events included 23 Year 3 children, 17 Year 4 children, 24 Year 5 children and every child in Year 6 demonstrating our aspiration of every child being given the opportunity to participate in competition throughout their time.	Look at how we can engage more KS1 students in competitive sport.
More students experience the local opportunities and facilities that are available to them in Pontefract.	Class reward trip for being the most active class in school, to A1 football factory to take part in a variety of different physical activities as well as team games.	£200	Both students and parents more aware of the opportunities in the local area- making them more likely to take their kids to play more sport.	Look at other facilities in the area that students can be taken to for activities.

Signed off by	
Head Teacher:	Joe Ayre 
Date:	30/06/2022
Subject Leader:	Adele Worsnop 
Date:	30/06/2022
Governor:	
Date:	