

# 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 **31<sup>st</sup> 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.

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>We are a Yorkshire Sport Centre For Excellence due to the success of our after school clubs. We look forward to being able to continue sharing our good practice with other schools in the area while we continue to develop and strengthen our existing provision. Throughout the Autumn and 1<sup>st</sup> half of Spring term we had 80% = 240 pupils of KS1 cohort attending 2 clubs every week</p> <p>Throughout 19/20 we have worked closely with the Move and Learn team. We are a Move and Learn school where active lessons are at the forefront of our provision. 'Logic would suggest that introducing physical activity into the learning experience may disrupt children and negatively impact their learning. Yet, combining movement and learning improves behaviour and focus in the classroom.</p> <p>Performing as little as four minutes of exercise in the classroom setting can improve a child's behaviour and increase their focus for the following lesson. International research found that after three years of physically active learning, pupils were still more attentive following the activity'.</p>	<p>With regards to children's habits outside school, how children spend their time in school has become increasingly more important. Although many of our classrooms are active there is still more to be done, we need to continually develop and plan lessons that allow all teachers to "teach through movement". Enabling us to provide 30 minutes of physical activity throughout every school day.</p> <p>Active breaks for each class will become part of their school day to ensure all classes have the opportunity to meet their 30 active minutes in school every day.</p> <p>Due to Covid -19 Some children have returned to school increasingly overweight and inactive – we need to ensure these children have a healthy mindset when it comes to Physical activity and leave our school and with the knowledge, skills and motivation necessary to equip them for a healthy</p> <p>Staff CPD needs to be at the forefront of what we do. By creating an Active Schools framework we hope to ensure that physical activity is at the centre of our school ethos and in order to have a healthy body and healthy mindset our teachers need to be skilled in delivering the fundamental skills that will create not only physically literate and happy children but will continually upskill and enable staff to deliver and teach highly important fundamental skills throughout their lessons. To review and update planning in order to engage, motivate and inspire staff. To work in conjunction with staff CPD so good practice is shared across the whole school. To ensure ETA's also have access to training to support active breaks and physically active learning.</p>

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

If YES you **must** complete the following section

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.

<b>Academic Year: September 2020 to March 2021</b>	<b>Total fund carried over: £6500</b>	<b>Date Updated:10/11/20</b>		
What Key indicator(s) are you going to focus on?				<b>Total Carry Over Funding:</b> £6500
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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?
Provide an updated consistent, progressive and coherent P.E. curriculum that empowers and increase staff confidence, whilst delivering the highest quality outcomes for our children in both physical, cognitive, social and emotional aspects of PE.	Implement "Complete PE" adapted planning resource with staff. Use staff training and review to ensure "Complete PE" resource is a key driver (supplemented by existing high quality resources used by staff) to deliver consistent, coherent and high quality PE to all children in all year groups	£1000		

<p>Due to increased levels of inactivity during lockdown there is an even greater need to ensure children are increasingly active and are active for at least 30 minutes every day. Equipment for each class will be required to meet the government guidance regarding bubble/ sharing equipment.</p>	<p>Physical activity plans to be given to every class. Active breaks will consist of games that will provide an additional 10 minutes of moderate to vigorous daily activity. A bank of ideas will be given to each class. Staff on duty at lunchtime to lead a physically active break using individual class equipment/area. Each class to be given a class set of equipment to use within their bubble.</p>	<p>£1000</p>		
<p>Ensure children are safe yet challenged on a daily basis via the use of playground equipment.</p>	<p>Use the playground as a means to develop gross motor skills, physical literacy, risk taking, balance and coordination by providing a range of equipment that children will need to navigate independently. Ensure all playground equipment is fit for purpose.</p>	<p>£2000</p>		
<p>Enable all children to participate in physical activity on a daily basis ensuring they have appropriate clothing and footwear.</p>	<p>Replace, replenish and restock all PE clothing. All children to have their own pair of shorts, t-shirt, jumper and joggers. Pumps to be given to all pupils to ensure appropriate footwear is worn when using the outdoor area.</p>	<p>£500</p>		

<p>To maintain the quality of our extra-curricular provision, by offering after school club for all KS1 pupils twice a week. This will increase participation in physical activity for an extra 1 ½ hours per week for every KS1 child.</p> <p>Identify which activities pupils would like to try by year group, gender and least active groups. Ensure our school are providing activities that will engage the most pupils as well as the least active</p>	<p>All KS1 children to have the opportunity to participate in scooters/bikes, multi-games, playground games, and a range of chosen sporting activities.</p> <p>Children to complete survey to establish most popular activities. Top activities for each year group to be provided</p> <p>Starting in Spring Term - February/ March Clubs to be run 4 nights per week.</p> <p>Staffing implications will need to be addressed as clubs will need to be run by staff working within the class bubbles.</p> <p>Considerations will need to be made with regards to collection, use of areas and equipment to ensure bubbles remain and no cross overs of staff/children occur.</p>	<p>£2000</p>		
--	--	--------------	--	--

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.	N/A
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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.	N/A
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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?	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: £ 18,941		Date Updated: 10/11/2020	
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: %
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?
Classes to be provided with a Physical Activity plan for their class. Each class will have a breakdown of the activity they do with the addition of an active break to ensure every class is meeting the 30 active minutes in school every day.		Physical activity plans to be given to every class. Active breaks will consist of games that will provide an additional 10 minutes of moderate to vigorous daily activity. A bank of ideas will be given to each class. Staff on duty at lunchtime to lead a physically active break using individual class equipment/area.		£100	
Improve physical activity levels in our most inactive pupils.		Pupil voice used to gather ideas to engage pupils not meeting the CMO physical activity guidelines by providing activities they have requested through active breaks, playtimes and lunchtimes.		£0	
Weekly 1K. All KS1 children will be expected alongside all staff to jog 1K once a week. We will use the playground and aim to run 5 laps every week. Reception children will use the 1K as their outdoor warm up.		Children will run alongside staff during the 1K All staff will be expected to run/walk around the 1K track.  Staff will be the role models to help show children that exercise is fun and good for you. Children will be encouraged to keep on going		£0	

Created by:



Supported by:





<p>The daily Mile intention is that every child is active for 15 minutes 3-4 x a week by walking or jogging during curriculum time.</p>	<p>and will be rewarded for having the determination to succeed. Children will be encouraged to challenge themselves rather than each other.</p> <p>Introduce the Daily Mile Class Passport to log class achievements and log the distances they have travelled to provide a purpose and goal alongside the determination and resilience to keep improving.</p>			
<p>Every morning for 10 minutes EYFS and KS1 children will all take part in a 10-minute Wake Up, Shake Up routine to engage them ready for the day.</p>	<p>Daily Wake Up and Shake opportunities provided throughout every school day. All children will be engaged and ready for their learning. Increased weekly activity by 10 minutes every day.</p> <p>Routines will be changed on a termly basis and routines chosen by the children will be added each term.</p>	<p>£0</p>		
<p>To enhance our active classrooms, ensuring that they engage, motivate and teach the children through movement and action.</p> <p>To continue working with the Move and Learn team to offer staff CPD on active learning, Move and Learn and create physical activity resources for teaching staff.</p>	<p>Planning to reflect opportunities to make learning across the curriculum active.</p> <p>Classrooms to support the increased activity levels displayed throughout learning through their layout, organisation and structure.</p> <p>Staff CPD lead by the Move and Learn team. Contact Ian and Bryn and continue to develop links – Creating Active Schools Framework</p> <p>Staff meeting to emphasise small scale up-levelling to further PA even more and create increased habitual movement in school.</p> <p>Observations will be carried out to observe physically active learning in practice and identify steps for further development.</p>	<p>£1500</p>		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	£4050 = 21%
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:
Ensure children are inspired and engaged in their learning through purposeful use of physically active learning and play strategies in the curriculum.	Tagtiv8 refresher training for all staff – improving the use of these strategies to support learning in literacy and Maths.  Use Professional Development time to collate bank of other physically active learning approaches and resources used by staff from across school (and other schools) to improve practice in this area.	£300		
	TeachActive subscription to promote active learning in English and Maths across the school.	£1500		
To be part of the Pennine Partnership.	To work with other schools in the area to share good practice.  To use the knowledge and expertise of the partnership staff to lead staff CPD.  To be informed and attend upcoming training, cluster meetings and local events.	£2250		
To apply for the Healthy Schools Rating Scheme; The Department for Education has launched a scheme to help schools rate their health and wellbeing provision.	This scheme will celebrate the positive actions that our school is delivering in terms of healthy living, healthy eating and physical activity, and will support our school in identifying further actions we can take in this area.			

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	£3500=18.5%
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:
Raising standards in PE and school sport requires all teachers and other practitioners to have access to effective professional learning. This will ensure that all teachers are making progress and will therefore support them in developing their teaching standards and supporting the school in its overall effectiveness.	<p>Staff to have training to ensue current practice remains of a high/ outstanding standard. All training will need to be done in year group bubbles and will be run for both teachers and support staff to ensure we are up skilling all members of staff.</p> <p>All support staff to take part in CPD training to ensure they are aware of how to support physical literacy and activity effectively in line with current practice. All staff to be confident in their knowledge and delivery of the curriculum, ensuring they develop physical literacy for all children.</p> <p>Staff questionnaires to be used to identify areas for development.</p> <p>Following feedback from staff questionnaires, staff highlight a need for further training with dance and gymnastics. Another key issue was the opportunity to observe other high quality PE lessons. This will be addresses as restrictions change</p>	£2500		

<p>Provide an updated consistent, progressive and coherent P.E. curriculum that empowers and increase staff confidence, whilst delivering the highest quality outcomes for our children in both physical, cognitive, social and emotional aspects of PE.</p>	<p>Implement “Complete PE” adapted planning resource with staff. Use staff training and review to ensure “Complete PE” resource is a key driver (supplemented by existing high quality resources used by staff) to deliver consistent, coherent and high quality PE to all children in all year groups</p> <p>To observe high quality practice across the school, through drop in observations and monitoring.</p> <p>Staff questionnaires will be used to ensure planning is adapted accordingly once trialled by staff.</p>	<p>£1000</p>		
--	---	--------------	--	--

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
%

**£9291 = 49%**

Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>		<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	

<p>To maintain the quality of our extra-curricular provision, by offering after school club for all KS1 pupils twice a week. This will increase participation in physical activity for an extra 1 ½ hours per week for every KS1 child.</p> <p>Active class of the week trophy to be given out in Best Work assembly each week.</p>	<p>All KS1 children to have the opportunity to participate in scooters/bikes, multi-games, playground games, and a range of sporting activities throughout the year.</p> <p>Children to complete survey to establish most popular activities. Top activities for each year group to be provided</p> <p>Starting in Spring Term – February/ March Clubs to be run 4 nights per week</p>	<p>£8,000</p>		
---	--	---------------	--	--

<p>Identify which activities pupils would like to try by year group, gender and least active groups. Ensure our school are providing activities that will engage the most pupils as well as the least active</p>	<p>Activities to focus on the fundamental skills.</p> <p>Daily feedback from staff to be acted upon to ensure the highest quality clubs are on offer for all children. Active class trophy to be handed out every Friday based on attendance.</p>			
<p>To develop pupils ability to ride and balance on bikes from an early age by providing an opportunity to develop a new skill that many of our children don't get the opportunity to do outside of school</p>	<p>To initially train 2 members of staff to work alongside Pennine Sports Partnership and the balance ability scheme. Initially this will be done with Reception children with the intention that these staff members will be able to support other classes and teachers to teach children how to ride.</p>	<p>£1,291</p>		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:	
				%	
Intent	Implementation		Impact	£500 = 2.6%	
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 ensure attendance at events held by the sports partnership enabling a growing number of children have the opportunity to represent the school. This will be done virtually in the first instance allowing for the whole of KS1 to take part.  To take part in the virtual athletics and virtual cross country in the autumn and spring term.	Children will be given the opportunity to virtually represent the school by participating in events run by The Pennine Sports Partnership.		£250		
Ensure ALL pupils take part in a range of personal challenges and intra school competitions, that are engaging, and accessible to all.	Children will have the opportunity to challenge themselves whilst also challenging the different classes. Termly intra competitions to be attended by all KS1 children. Achievements for determination, resilience, team work and perseverance to recognised and rewarded.		£250		

Signed off by	
Head Teacher:	D. Wilson
Date:	10.11.20

Subject Leader:	P. Manser
Date:	10.11.10
Governor:	Dr. A. Williams
Date:	

### What is the Primary PE & Sport Premium?

The government continues to provide an additional funding of 320 million to improve provision of physical education and sport in primary schools. This funding is ring-fenced and therefore can only be spent on provision of PE and sport in school. <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>. Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer.

This means that we use the premium to:

- develop or add to the PE and sport activities that school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Spending the funding: We will use our funding to:

- provide all KS1 children with after school clubs each week
- provide staff with training or resources to help them teach PE and sport more effectively
- introduce new sports or activities to broaden experiences and encourage more pupils to take up sport
- maintain pupils' participation in Pennine Sports events
- participate in sports activities with other schools
- continue the use of Wake Up Shake up throughout school
- provide opportunities within the curriculum to make lessons increasingly active
- to use active breaks and the 1K to ensure children are achieving 30 active minutes every day

Purpose of funding- PE and Sport Premium Key Outcome Indicators

- the engagement of all pupils in regular physical activity
- the profile of PE and sport is raised across the school as a tool for whole-school improvement
- increased confidence, knowledge and skills of all staff in teaching PE and sport
- broader experience of a range of sports and activities offered to all pupils
- increased participation in competitive sport

When looking at our spending of the funding, we look at the following factors:

1. How inclusive our physical education curriculum is.
2. The knowledge of staff, lesson delivery and teaching needs to be effective and engaging
3. The growth in the range of traditional and alternative sporting activities
4. The improvement in partnership work on physical education with other schools and other local partners
5. Links with other subjects that contribute to pupils' overall achievement and their greater social, spiritual, moral and cultural skills
6. The greater awareness amongst pupils about the dangers of obesity, and other such activities that undermine pupils' health
7. To consider ways to engage the least active pupils
8. Consider ways to make our teaching increasingly active using a move and learn approach



## Active miles

Where schools choose to take part in an active mile, you should use your existing playgrounds, fields, halls and sports facilities to incorporate an active mile into the school day and develop a lifelong habit of daily physical activity.

In 2019 the government has also released the **School sport and activity plan** – we will use this plan to ensure our curriculum and school is inclusive, active and supportive of the children's ever changing physical and emotional needs.

The government has three overarching ambitions for this plan:

1. All children and young people take part in at least 60 minutes of physical activity every day. To meet the Chief Medical Officers' guidance on physical activity, schools, parents and the sport sector must work together to ensure that children and young people have access to at least 60 minutes of physical activity every day. As set out in the Childhood Obesity Plan, at least 30 minutes should take place in schools, and the remaining 30 outside the school day.
2. Children and young people have the opportunity to realise developmental, character-building experiences through sport, competition and active pursuits. Sport and physical activity can enrich young people's lives, and should be considered alongside other important activities like arts, culture, work and volunteering, to ensure young people have access to a variety of experiences. Sport is one of the Department for Education's five foundations for building character, and can help young people to develop skills such as confidence, self-belief, dedication and resilience. Sport also instils values and virtues such as friendship and fair play. In an increasingly digital world, giving children and young people opportunities for face-to-face engagement with their peers in their own and other communities is vital in developing socially as well as tackling loneliness and social isolation. And volunteering through sport can help young people to give back and play a role in their communities.
3. All sport and physical activity provision for children and young people is designed around the principles of physical literacy, focuses on fun and enjoyment and aims to reach the least active. Physical literacy is a core element of early learning and should be at the heart of all sport and physical activity for children and young people. All sport and physical activity provision for children and young people should be designed around the principles of physical literacy, focused on fun and enjoyment, and help young people (particularly girls and less active groups) to build confidence and develop a positive relationship with sport and physical activity.

However schools should not look to PE lessons alone to provide physical activity for pupils, but should explore options like lunchtime activities, innovative activities such as active miles, and building in activity to classroom lessons. The journey to school also provides an opportunity to increase physical activity through cycling and walking. By making sport and exercise an integral part of pupils' daily routines, schools can increase the amount of time children spend being active, boosting their physical health, mental health.