

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](#).

Created by:



Supported by:



LOTTERY FUNDED



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£2000
Total amount allocated for 2020/21	£ 18,860
How much (if any) do you intend to carry over from this total fund into 2021/22	£ 11,750
Total amount allocated for 2021/22	£ 18,860
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 32,610 - 30,715 allocated

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>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</p>	N/A
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above</p>	N/A %
<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>	N/A %
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A %
<p>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?</p>	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:	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: % 30.67
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>Ensure our high quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity</p> <p>Use active lessons to increase physical activity levels and learning outcomes. Look at equipment that can be used within classrooms to support the daily movement of children as they work and learn. 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. 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>To ensure there is a positive message through our PE and school sport to ensure we develop positive attitudes and good habits from an early age to ensure life-long participation in sporting activities.</p> <p>Support staff across the school in continuing to build physical activity into our teaching across the curriculum, and highlight the continued benefits of doing so, through active lessons we will not only increase physical activity levels throughout the day but we will also enhance teaching, learning, progress and attainment. 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.</p>	£5000		

Created by:



Supported by:



<p>Play leaders to support active playtimes and lunchtimes.</p> <p>Use the living streets WOW travel tracker to encourage parents to walk, park and stride or ride to school.</p> <p>Lead assemblies on importance of physical activity, active playtimes, walking to school and being active outside of the school day.</p> <p>All KS1 children will be expected alongside all staff to jog 1K once/twice a week. We will use the playground and travel 5 laps every week. Reception children will use the 1K as their outdoor warm up. Use events within the local community to provide additional opportunities to hold 'fun runs'</p>	<p>Staff training to be provided termly. Staff to be updates with current evidence, research and initiatives. Observations will be carried out to observe physically active learning in practice and identify steps for further development.</p> <p>Play leaders to support active playtimes. Create further opportunities for pupils to take ownership of their physical activity at breaks and lunchtimes. Introduce equipment and activities that can be utilised by all children. Training to be provided along with termly refresher training.</p> <p>Promote opportunities where parents and children can be active together. Support parents by encouraging them to walk to and from school to achieve an extra 30 active minutes with their children beyond the school day. Termly newsletter with our progress to keep parents informed. Badges for children to recognise their achievements. Purchase a further scooter stand so scooters can be kept safely on the school ground.</p> <p>Promote the importance of the benefits of physical activity on a half termly basis through assemblies and newsletters.</p> <p>Continue to promote our school values and ensure all staff value being active. If staff enjoy being active, it has a direct impact on pupils. Staff running the 1K promotes an incredibly strong message. If staff are unable to run it they are then encouraged to walk it and continue to promote the value of movement. Use initiatives such as 'totallyrunnable' to introduce new challenges and focuses throughout the</p>	<p>£5000</p>		
---	---	--------------	--	--

Use the 1K to promote 'My personal best' challenge yourself rather than each other. Every day throughout the day children will be provided with the opportunity to partake in various Wake Up, Shake Up routines to engage and focus them for their learning while providing them with the opportunity to further develop their gross motor movements, increase their activity levels and provide them with the opportunity to move to music.	school year to maintain interest and engagement. 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. Routines will be changed on a termly basis and routines chosen by the children will be added each term.			
--	--	--	--	--

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: % 7.87
---	---

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?
Involve school staff and governors to ensure that the vision for PE and school sport is shared by all. As a school continue to promote and develop an understanding of the role PE, physical activity and school sport can play in achieving the very best outcomes for children and young people. Ensure children are inspired and engaged in their learning through purposeful use of physically active learning and play strategies in the curriculum.	Staff meetings and governor meeting used to share Sports Premium plan. Provide opportunities for governor to see active learning, PE lessons and active breaks in practise throughout the school day. Tagtiv8 refresher training for all staff improving the use of these strategies to support learning in Literacy, phonics 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.	£250	Sustainability and suggested next steps:

<p>Use sporting role models used to engage and raise achievement.</p> <p>To be part of the Pennine Partnership. Involve the school in the following opportunities provided by the partnership:</p> <ul style="list-style-type: none"> Partnership conference Intra and inter competitions Staff training and CPD Employment of sports coaches Assemblies Staff team building Play leader training Baseline assessment Lesson observations and feedback 	<p>Assemblies to be held termly with guest speakers and where possible sporting role models.</p> <p>To work with other schools in the area to share good practice.</p> <p>To use the knowledge and expertise of the partnership staff to lead staff CPD.</p> <p>To be informed and attend upcoming training, cluster meetings and local events.</p>	<p>£2215</p>		
<p>Ensure the importance of PE and school sport is visible and the values promoted throughout the school and is shared with parents.</p>	<p>Ensure PE and school sport is visible in the school through assemblies and notice boards, ensure positive messages are shared with parents through a termly newsletter and the school website.</p>	<p>£100</p>		
<p>Apply for Yorkshire Sport Foundation Centre of Excellence 2021. This programme recognises and celebrates South Yorkshire and West Yorkshire primary schools who are providing outstanding opportunities for their pupils to be active during and beyond the school day.</p>	<p>Share our current practise so far referencing the work we have done so far with implementing active learning within our school ethos and curriculum. 'This category relates to how physical activity has been expanded consistently and sustainably into curricular lessons (not Physical Education).'</p> <p>You may wish to consider:</p> <ul style="list-style-type: none"> • How you upskill staff to increase confidence and capability in delivering physically active lessons • How active breaks are used across school to reduce sedentary time • How you use high quality resources to support teachers to deliver active lessons 			

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation: % 9.66	
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:
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. Challenge teacher perceptions of what PE is, provide staff with CPD to develop a greater understanding of personal relationships with PE and physical activity to equip staff with the knowledge and skills to build confidence to deliver high quality lessons.	<p>Staff to have training to ensure current practice remains of a high/ outstanding standard. All training 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 and develop the fundamental skills of children and young people in line with current practice. All staff to be confident in their knowledge and delivery of the curriculum.</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. Opportunity to observe other high quality PE lessons. Providing differentiation, stretch and challenge. Further support in skill progression across the curriculum.</p> <p>Staff CPD to be provided Dance Gymnastics</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>Challenging perceptions – high quality PE lessons Support and challenge throughout lessons.</p> <p>Monitor the use of “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. Introduce the skill progression and assessment documents through staff meetings so all staff understand how skills progress through the key stages and how they can use this to inform their assessment.</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>Renew subscription £150 £500</p>		
--	---	---	--	--

<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation: % 38.33</p>
---	--

Intent	Implementation	Impact		
<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>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>To reintroduce our extra-curricular provision, by offering after school club for all KS1 pupils once a week. This will increase participation in physical activity for an extra 45 minutes each 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>Ensure our Physical Education, Physical Activity and School Sport provision meets the needs of our pupils. Use pupil voice to discover what will inspire them to lead healthy active lifestyles.</p> <p>Use coaches from the partnership to enhance the provision of our after-school physical activity offer.</p> <p>Provide balance bike training throughout reception to ensure children have the opportunity to experience learning to ride a bike in a safe environment.</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 Autumn 2</p> <p>Clubs to be run 2 nights per week</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.</p> <p>Balance bike training to be sourced from the Pennine Sports Partnership. All staff to participate in lessons so they can use the training after the sessions have been delivered.</p>	<p>£10000</p> <p>£2500</p>		
---	---	----------------------------	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				% 7.67
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:
Provide opportunities for all children to challenge themselves through both intra and inter school sport. To ensure attendance at events held by the sports partnership enabling a growing number of children have the opportunity to represent the school. Strictly Pennine dance coach Provide intra competitions across KS1 on a termly basis.	Attend the Sports Partnership events providing opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome. Termly intra competitions to be attended by all KS1 children. Achievements for determination, resilience, team work and perseverance to recognised and rewarded.	£2500		

Signed off by	
Head Teacher:	D Z Wilson
Date:	08.11.2021
Subject Leader:	P.Manser
Date:	29.09.2021
Governor:	FGB Meeting
Date:	29.11.2021