



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:



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LOTTERY FUNDED



Details with regard to funding

Please complete the table below.

Total amount allocated for 2022/23	
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	

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	N/A
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	N/A %
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	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 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:		Date Updated:	
<p>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</p>					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?	
Maintain high quality PE and school sport offer developing competent and confident movers with the aim of inspiring lifelong participation in physical activity. Ensure all staff are clear on the aims of our physical education curriculum.	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. Staff dressed appropriately. Staff aware of the small steps needed to ensure skills are built upon. Lessons to encourage and provide children with the opportunity to explore and discover ways to use equipment rather than being teacher led.		£1500		
Continue to build and improve on our current provision of Active Learning. Active lessons to be part of each lesson across the curriculum.	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. 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.				

<p>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.</p> <p>Use the CAS framework to support teaching staff in adapting the layout of furniture and organisation of resources in their classrooms to meet their pupil's needs. Therefore, enabling movement to be integrated into the teaching and learning process in a purposeful and meaningful way.</p> <p>Play leaders to support active playtimes and lunchtimes.</p> <p>Create equipment leaders in each class to ensure children take responsibility for collecting and returning equipment each playtime.</p> <p>Continue to use the living streets WOW travel tracker to encourage parents to walk, park and stride or ride to school.</p>	<p>Physical activity plans to be given to every class.</p> <p>All classes to have a stock of PE equipment in their classrooms to use on a daily basis both inside and outside of the classroom.</p> <p>Staff to be updated with current evidence, research and practical ideas.</p> <p>Observations will be carried out to observe physically active learning in practice and identify steps for further development.</p> <p>Observations to identify how movement within the classroom is encouraged and enhanced.</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. Lead member of staff to supervise at lunchtimes. Teachers to support play leaders during playtimes. Play leaders to take responsibility for collecting and returning equipment following each playtime.</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.</p> <p>Termly newsletter with our progress to keep parents informed. Badges for children to recognise their achievements.</p>			
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<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.</p> <p>Children will be provided daily 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.</p>	<p>Provide adequate stands to store bikes and scooters that the children can access safely and independently. 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.</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>			
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation:</p>
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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>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.</p> <p>Senior leaders (including governors) to have training on the principles of the CAS framework and how we can use this to</p>	<p>Staff meetings and governor meeting used to share Sports Premium plan and updates using the CAS framework as our model to aid whole school improvement. Provide opportunities for governors to see active learning, PE lessons and active breaks in practise throughout the school day.</p> <p>To work with other schools in the area to share good practice. To develop links with Huddersfield University and speak to Early Career teachers about the benefits and</p>	<p>£2000</p>		

<p>enhance physical activity behaviours for children.</p> <p>Senior leaders (and governors) own beliefs, mindset and goals to be identified and used to shape interventions in relation to stakeholders within the school's CAS Implementation plan.</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>School newsletters and other communications provide signposting to varied and widely accessible (no cost/low cost) opportunities for children to be active in and out of school</p> <p>Ensure there is pupil voice on the environments, resources and opportunities provided for children to be active, including a range of suitable indoor opportunities that enable them not to be sedentary if outdoor physical activity is not possible</p>	<p>research behind the rationale of active learning.</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>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>Carry out a pupil questionnaire to identify which clubs children attend outside of school to gauge what percentage of children are accessing clubs outside of school. Questionnaire to also gauge what children's interests are and what clubs they would like to attend</p> <p>Host a community event which signposts parents to further opportunities offered within the community</p>			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
<p>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> <p>Ensure our P.E. curriculum is inspiring, engaging, fun and inclusive with a clear progression so teachers continue to develop physical literacy while also meeting the aims of the National Curriculum.</p>	<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. Use planning sessions with the partnership to ensure training sessions planned throughout the year.</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 key areas for continued development.</p> <p>Monitor the use of "Complete PE" adapted planning resource with staff.</p>	£1000		

<p>Ensure that Physical Education is well taught and highly valued within school whatever the weather or time of school year and genuinely seen as a driver for whole school improvement.</p> <p>Provide an updated consistent, progressive and coherent P.E. curriculum that empowers and increases staff confidence, whilst delivering the highest quality outcomes for our children in both physical, cognitive, social and emotional aspects of PE to ensure we are developing not only physical skills but thinking skills, social skills and personal skills.</p>	<p>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.</p>			
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:

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 continue to build our extra-curricular provision, 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>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. Starting in Autumn 2 Clubs to be run 2 nights per week</p>	<p>£11,000</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>Provide balance bike training throughout reception and KS1 to 4 members of staff to ensure a greater percentage of children are able to ride by the time they leave school. Baseline assessments to be carried out to gauge autumn figures. These will be repeated in the summer term.</p> <p>Develop greater links with clubs outside of school by offering taster sessions within school. Work with the Yorkshire Sport Foundation to create greater community cohesion between ourselves and organisations within the community to encourage children to be active outside of the school environment.</p>	<p>Activities will focus on the fundamental skills while meeting the suggestions of the children.</p> <p>Autumn: Bikes and scooters multiskills Spring: Bikes and scooters Ball skills Summer: Bikes and scooters Athletics</p> <p>Balance bike training to be sourced from balanceability. 2 staff members to attend clubs and deliver sessions during after school clubs.</p> <p>Purchase further helmets and bikes that are appropriate for the age and height of the children in KS1.</p> <p>Improve the storage of bikes to ensure children are able to access bikes and scooters safely.</p> <p>Carry out a pupil questionnaire to identify any clubs children attend outside of school to gauge what percentage of children are accessing clubs outside of school. Questionnaire to also gauge what children's interests are and what clubs they would like to attend Host a community event which signposts parents to further opportunities offered within the community making links with local tennis, football, taekwondo, rugby and cricket clubs.</p>			
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Key indicator 5: Increased participation in competitive sport				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:
<p>Provide opportunities for all children to challenge themselves through both intra and inter school sport.</p> <p>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</p> <p>Work with the partnership to host a greater number of events within the school grounds. This will ensure we have a greater number of children participating in inter competitions.</p> <p>Provide intra competitions across KS1 on a weekly basis to build resilience, confidence and develop team work. Sessions to be run by J.Scholes.</p> <p>Whole school Intra competition to be run on a termly basis. 100% of children from Reception to KS1 to take part in a whole school competition each term. Activities to include multi-skills, boccia and athletics.</p> <p>Celebrate achievements and participation in whole school assemblies.</p>	<p>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.</p> <p>Work with D.Hermann and young leaders to host a number of inter competitions within the school grounds.</p> <p>Weekly intra competitions to be run across year 2 with 8 chn from each class competing against classes in a range of events chosen by the children. Throughout the year every child will have the opportunity to compete.</p> <p>Termly intra competitions to be attended by all children. Achievements for determination, resilience, team work and perseverance to recognised and rewarded.</p> <p>Recognise achievements in weekly assemblies.</p>	£3000		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	P.Manser
Date:	July 2022
Governor:	
Date:	