

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](https://www.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:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 3711.01 (£3680 of this was spent which is outlined in 2020/21 report)
Total amount allocated for 2020/21	£16,830
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2021/22	£16,802
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£15,904.30 (£898 left over = 5%)

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	67%
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	67%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%

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
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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: £16,802	Date Updated: 27.06.2022	
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: 27% (£4610)
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:
<u>Aim 1:</u> Guarantee that every pupil is physically active for 30 minutes of every school day (using our 30:30 initiative)	<u>Aim 1:</u> - Step 1: Achieve staff 'buy-in' - Step 2: Creation of resources including physical activity videos for teaching staff to use - Step 3: Launch to parents via Seesaw, newsletter, letter and twitter - Step 4: All pupils complete 15 minutes of physical activity every morning before collective worship - Step 5: All pupils complete 3 x 5 minute physical activity breaks during the day to break up sedentary lessons	£770 – inspection of playground equipment and climbing frames £100 – inspection of PE equipment in hall including mats and benches £2500 – midday supervisors leading physically active games at	<u>Aim 1:</u> All pupils now receive a minimum of 30 minutes physical activity within the school day. This is achieved through use of: daily mile activities, just dance, cosmic kids yoga and active brain breaks within lessons. <u>Aim 2:</u> 100% of our least active pupils have been engaged with extra-curricular clubs for a minimum of one term. These same pupils have also accessed 30 minutes of physical activity per day through our 30:30 initiatives. <u>Aim 3:</u> All children receive two hours of PE per week which focus on upon our skills progression. Learning	<u>What will we keep?</u> 30:30 initiatives to continue in the next academic year. Pupil questionnaires again next year to ensure that the clubs we deliver will have high uptake. Children will continue to arrive in PE kit on their PE days. Continue with participation in Beg Wheel and Walk Week. <u>Next steps?</u> Participation in other nationwide events such as Walk to School Week.
<u>Aim 2:</u> Engage at least 15% of our least active KS2 pupils in extra-curricular physical activity for at least a term.	<u>Aim 2:</u> Step 1: Identify least active KS2 pupils			

<u>Aim 3:</u> Provide all pupils with two hours of Physical Education per week. <u>Aim 4:</u> Engage at least 75% of KS2 pupils in extracurricular sport/physical activity for at least a term.	- Step 2: Plan a schedule of extra-curricular clubs to provide based on these pupils' responses to questionnaire - Step 3: Track these pupils' participation in extra-curricular activity over the academic year <u>Aim 3:</u> - Step 1: PE is timetabled across school for two hours per week by PE leader - Learning walks to ensure PE is taking place at the agreed times. - Children arrive at school in PE kits (on PE days) to ensure a full hour is being spent on being physically active and that time is not lost to 'getting changed' <u>Aim 4:</u> - Step 1: Plan a schedule of extra-curricular clubs based on pupil responses via a questionnaire - Step 2: Track pupil participation in extra-curricular activity over the academic year - Step 3: Use letters and online communication tools to inform parents of upcoming extra-curricular	lunchtime £1000 – purchase of new resources to redevelop the EYFS outdoor area to enable children to develop their gross motor skills under physical development £240 – inspection of bike shed	walks have been completed by the subject lead to ensure PE lessons are of high quality and areas of development can be highlighted. Children now arrive in PE kit twice per week to ensure their statutory 2 hours is not lost to changing times. <u>Aim 4:</u> 100% of pupils across KS2 have participated within extra-curricular physical activity clubs this year through activities such as: virtual London mini marathon, Brownlee triathlon, our annual fun run and before and after school clubs. <u>Aim 5:</u> Pupils across school have received various training related to their ages to support safe active travel to school. During Sustrans' 'Big Wheel and Walk Week', 67% of our school community travelled to school in an active way.	
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<u>Aim 5:</u> Encourage and promote active travel to and from school.	activities <u>Aim 5:</u> • Step 1: Use of assemblies, newsletters to parents and online communication to promote participation in annual initiatives. • Step 2: Participation in Walk to School Week. • Step 3: Participation in Big Pedal. • Step 4: Y2 Pupil scooter training. • Step 5: Y4 Pedestrian training • Step 6: Y6 Bikeability			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 0% (£0)
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:	
<u>Aim 6:</u> Through our 30:30 initiative, improve: behaviour, attention and concentration in lessons as well as providing essential activity breaks for children with additional needs.	<u>Aim 6:</u> • Step 1: Gather information through staff and pupil questionnaires on attention, concentration, enjoyment of school and behaviour prior to initiative • Step 2: Use CPOMs and class chronologies to monitor frequency of behavioural incidents prior to initiative	£0	<u>Aim 6:</u> December 2021 – PE lead collated data on behaviour, attention and concentration from both qualitative and quantitative data sources. A 30:30 initiative was introduced for Y5/6 in Spring and then for the remainder of the school in Summer. All children now receive regular brain breaks throughout the day which <u>What will we keep?</u> 30:30 initiatives to continue in the next academic year. School community including parents and governors to continue being updated at regular intervals through the school year. Continuation of house captains	

<u>Aim 7:</u> Promote importance of PESSPA within wider community. <u>Aim 8:</u> To develop to confidence and leadership skills of Y6 pupils	• Step 3: Implement 30:30 initiative • Step 4: Complete a second round of questionnaires so that change can be assessed. • Step 5: Analyse CPOMS and class chronologies once again to analyse change in behaviour. <u>Aim 7:</u> • Step 1: Register on activeschoolplanner.org • Step 2: Regularly update PESSPA noticeboard within school • Step 3: Complete the inclusive health check • Step 4: Include School Games values within PESSPA policy • Step 5: Promote/inform parents of PESSPA through fortnightly newsletter • Step 6: Use school twitter account to document PESSPA activities <u>Aim 8:</u> • Step 1: Y6 pupils receive a half term unit on leadership in which pupils plan and lead playtime games for KS1 pupils • Step 2: Formation and monthly meeting of School Sports Council	contribute to physical activity and which were also recommended to support children with additional needs such as ADHD. <u>Aim 7:</u> Our pupils and staff are aware of developments within PESSPA across the school and work is celebrated in the newsletter and on the noticeboard in the hall. Stakeholders (parents and governors) receive regular updates and events in PESSPA through: Twitter, newsletters, seesaw updates and also governor meetings in which the PESSPA lead provides a termly overview. <u>Aim 8:</u> The school sport crew has been able to direct the PESSPA in terms of ideas for playground activities and equipment. The sport crew have also facilitated playground games and clubs to allow KS1 pupils to access physical activity opportunities as lunchtimes. House captains have helped to organise and lead on events such as the annual fun run and also sports day: this has enabled them to develop their leadership and organisational skills by giving them a sense of responsibility. Pupils have been involved in the creation of 30:30 videos which have enabled	and sport crew. <u>Next steps?</u> PESSPA lead to collate data once again to measure the impact that the 30:30 initiative has had upon behaviour, attention and concentration. Y6 pupils to receive more targeted input on leadership as part of PE lessons. Sport crew to take on more responsibility when leading clubs.
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	- Step 3: House captains to organise and lead on house mornings/days - Step 4: School Sports Council to be responsible for jobs linked with PESSPA around school e.g. creation of new videos for 30:30 initiative		children around school to increase their physical activity levels.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				24% (£3,949.30)
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:
Aim 9: To increase confidence, knowledge and skills of all staff in delivering PESSPA.	Aim 9: - Step 1: Have a member of staff who has actively engaged with their School Games Organiser (SGO) as part of their Physical Activity CPD. - Step 2: Observation of staff who teach PE with feedback. - Step 3: PE team teaching CPD for two members of staff (provided by external provider Owen Denovan) - Step 4: Staff training on the implementation of 30:30 and creating active classrooms – with resources	£1200 – registration to the School Sport Partnership (SSP) £2500 – release time for subject leader to: monitor subject, provide team teach opportunities with staff to develop	Aim 9: Staff have improved knowledge of teaching gymnastic skills including rolls and jumps. PESSPA lead was able to observe teaching of PE lessons and provide individual feedback to staff on strengths and areas for development to enable to quality of PE lessons to be raised. Staff have the tools required to be able to easily implement the 30:30 initiative with little impact upon workload. PESSPA lead is up-to-date on best practice.	What will we keep? Membership to the SSP which allows us to access training and CPD opportunities for staff. Learning walks of PE so that staff can receive feedback to help them improve their teaching confidence. Next steps? All teaching staff to use the formative assessment functions on OTrack at the end of each PE unit to allow PE to be tracked and assessed throughout the year.

	provided - Step 5: Humber SSP Conference for PESSPA lead to increase knowledge of latest best practise - Step 6: Use of Otrack to assess and monitor the progress of children within PE to support staff with assessment. (These will follow YST steps of progression).	confidence in teaching PE, attend training on orienteering and carry out action research on 30:30 initiative £249.30 – staff training day on the delivery of outdoor learning and forest schools		Outdoor learning and forest school time to be timetabled and embedded into curriculum and LTP to enable staff to implement their training.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 44% (£7345)
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:
<u>Aim 10:</u> To provide a broad range of activities and opportunities for all pupils.	<u>Aim 10:</u> - Step 1: Have a calendar that demonstrates opportunities for all young people with SEND to take part in competition. - Step 2: Engage Y6 pupils in leading, managing and officiating in school physical activity. - Step 3: Use of	£4320 – First Steps providing weekly after school clubs throughout the year to give all of our pupils an opportunity to participate in a range of extra-	<u>Aim 10:</u> All pupils across school have been able to access competitive activities through personal challenge within lessons and house competitions. Many of our pupils have been able to participate in inter school fixtures against other schools. Y6 pupils have been able to officiate within house competitions and have contributed	<u>What will we keep?</u> A calendar of fixtures to allow all children to experience a wide range of different types of competition. Use of external coaches to allow extra-curricular clubs to be delivered. Enrichment opportunities to

	questionnaires to develop pupil voice in relation to development of extra-curricular club timetable. • Step 4: School Sports Council • Step 5: Completion of the self-review tool and Activity heat map to monitor impact from beginning of the year to the end of the year. • Step 6: Use of First Steps to deliver extra-curricular activities. • Step 7: Have links with at least five local community and pathway sport/physical activity and leisure providers which allows signposting through posters and taster days.	curricular clubs £715 – Tickets and train travel for two staff and eight Y3/4 pupils to watch the tennis at Wimbledon 2022 £310 – coach hire to transport Y5/6 pupils to the Hymer's Brownlee Triathlon £2000 – swimming lessons and coach travel to swimming to allow pupils to access an additional round of booster swimming lessons beyond the statutory	to the delivery of the annual fun run and sports day: developing their confidence in the process. First Steps coaching company has provided a range of after-school clubs to our Y1-4 pupils including: street dance, hockey and rounders. The PESSPA lead has led clubs for Y5/6 pupils across the year including: maypole, rounders, athletics and dodgeball. Pupils have participated in enrichment opportunities to access more specialist sports such as: fencing, archery, new age curling, boccia, goalball, boxing, triathlon and kabaddi. This has enabled some of our least active pupils to be inspired through a brand new sport. The Wimbledon visit acted as a way to inspire our pupils and provide them with a once in a lifetime opportunity which they may never get again.	continue. <u>Next steps?</u> Invite sportspeople in to inspire pupils.
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		lessons provided		
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0% (£0)
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:
Aim 11: To provide all pupils with the opportunity to participate in competitive activity.	Aim 11: - Step 1: Register a school games day - Step 2: Hold a school games day which includes a cultural component - Step 3: Include 'Personal Challenge' within MTPs across Y1 – 6 PE lessons - Step 4: #REFRAME principle is included within PE MTP competition planning to ensure success and victory can be measured in different ways allowing different pupils to be successful for different reasons - Step 5: Planning of 12 intra-school competitions into the school year through House Competitions within PE MTPs - Step 6: Planning of 8 inter-school competitions into school year through partnership with SSP - Step 7: Provide opportunity for a B team to participate in inter-school sport through the SSP	£0	Aim 11: All pupils have experienced 'personal challenge' in which they work on improving their personal best. This has allowed children to focus on their own personal development and develop qualities such as perseverance and team work. The #REFRAME principle has meant that pupils can be rewarded and successful in different ways during competition (for example, fair play) which provides children with positive experiences of sport which encourages them to continue with sport and physical activity through secondary and beyond. House competitions allow children to implement a unit of work into practice and experience winning and losing and the emotions which come with that. It also allows children to develop their: resilience, respect and tolerance. Pupils were able to participate in competition against other schools, however this was severely impacted by COVID which meant we were unable to deliver as much as possible. Competing against other schools allowed the children to gain a sense of pride in representing their school and from taking part.	What will we keep? A calendar of fixtures to allow all children to experience a wide range of different types of competition. #REFRAME principle implemented into all House competitions. Next steps? Ability to attend more fixtures next year with COVID restrictions lifted.

Signed off by	
Head Teacher:	J.Baxter
Date:	27.06.2022
Subject Leader:	Toby Hone
Date:	27.06.2022
Governor:	
Date:	