

# 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](http://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](#).



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## Details with regard to funding

Please complete the table below.

Total amount allocated for 2020/21	£17,110
How much (if any) do you intend to carry over from this total fund into 2021/22?	£10,600
Total amount allocated for 2021/22	£17,600
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,200

## 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><b>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</b></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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.</p> <p>Please see note above</p>	89%
<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>	74%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	These children did not receive this unit of learning due to missed sessions during covid.
<p>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?</p>	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.

<b>Academic Year:</b> 2021/22		<b>Total fund allocated:</b>		<b>Date Updated:</b>	
<b>Key indicator 1:</b> 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: 6%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		
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?	
<b>Ensure that all pupils are provided with a range of activities at playtimes and lunchtimes that encourage physical activity and staff are able to encourage and support active play.</b>	Ensure that play equipment in the EYs, KS1 & KS2 is provided to increase physical activity: <ul style="list-style-type: none"> <li>- School Council have 'active play' budget to purchase equipment</li> <li>- Lunchtime Play Leader Training (10 pupils)</li> <li>- Active Play Resources for phase groups to encourage a range of games and activities</li> </ul>		£400  £260  £500  <b>(Total: £1160)</b>	Increase of children who are participating in active playtimes.  When staff promote the games and activities there is an increase of pupils becoming active.	
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 25%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		
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?	

<p><b>Ensure that all pupils have access to high quality PE lessons and coaching sessions throughout the school year.</b></p>	<p>Subscription to PE Partnerships (West Leeds Partnership and School Leeds Well Partnership)</p> <ul style="list-style-type: none"> <li>- PE Hub subscription to support the planning of PE</li> <li>- Resources needed to teach PE Hub Sports units</li> <li>- Coaching sessions with Leeds Rhinos are provided for every class in KS1 and KS2 once a year</li> <li>- PE Coordinators release time and leadership network time</li> <li>-</li> </ul>	<p>£2,700</p> <p>£450</p> <p>£1000</p> <p>(cost with PE Partnership)</p> <p>£690 (1 days per term)</p> <p><b>(Total= £4,840)</b></p>	<p>Subject Leader has a well-planned overview of all the Rhinos provision delivered this academic year, showing a progression of skills.</p> <p>PE Leader has ensured that PE is delivered throughout the year using the high quality PE Hub resources. As a result of this pupils are starting to make good progress in PE after a disruptive 2 years.</p> <p>Resources are in place to teach whole class sports units from the Hub planning tool.</p> <p>Teachers have access to resources to support end of year assessments of Core Skills.</p>	<p>PE Lead to develop a whole school PE curriculum which enables pupils to practise and build on skills each year.</p> <p>Develop the assessment of PE to ensure that we can measure the impact of PE lessons. Support teachers with assessment tools.</p> <p>Track and monitor how many children in each year group achieve age appropriate PE targets at the end of each unit.</p>
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<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				<p>Percentage of total allocation:</p>
				<p>34%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<p><i>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:</i></p>	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p>	<p><i>Funding allocated:</i></p>	<p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i></p>	<p><i>Sustainability and suggested next steps:</i></p>

<p><b>To Ensure that every child in LS1 and KS2 access high quality Gymnastics and Dance lessons and achieve end of year age related expectations.</b></p>	<p>PE coach (EB) to work with all KS1 &amp; KS2 staff and children delivering a Gymnastics and Dance unit for at least two half terms throughout the academic year.</p>	<p><b>£6,500</b></p>	<p>*Increased number of Pupils who are working at ARE in Gymnastics and Dance at the end of the year</p> <p>*Feedback from teachers showing that they feel more confident to teach Gymnastics</p> <p>* Increased number of pupils are achieving end of year expectations in gymnastics and dance</p> <p>*Increased number of pupils who are interested in gymnastics and dance, taking up the activity either at school club or accessing out of school clubs</p>	<p>PE coach to continue working with teachers and develop a team teach / coaching practice in order to improve quality of teaching. Lesson observations would show teaching and learning is good or better across school.</p> <p>Develop an effective assessment tool to show pupil progress over the year and across school.</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: 31%

Intent	Implementation		Impact	
<p><i>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:</i></p>	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p>	<p><i>Funding allocated:</i></p>	<p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i></p>	<p><i>Sustainability and suggested next steps:</i></p>
<p><b>Ensure that all pupils in KS1 &amp; KS2 pupils are given the opportunity to experience different sporting activities both during school and after-school.</b></p>	<p>During the year ensure that the children have access to a range of sports and activities in order to promote interest:</p> <p>Encourage pupils to attend the Sports Clubs that are available each term Eg. LED Sports, Multi-Sports, Dance &amp; Gymnastics, Tennis</p>	<p>£3,000</p>	<p>The following places were offered each term for children to access subsidised activity clubs: Autumn Term = 60 Spring Term = 80 Summer Term =85</p> <p>The number of places that were taken up were: Autumn Term = 46</p>	<p>Continue to increase the number of clubs and opportunities for pupils. Ensure that the pupils that attend events is monitored and all pupils have the opportunity to access events.</p>

	<ul style="list-style-type: none"> <li>- KS2 Activity Days such as Junior Warrior, Year 5 Outward Bound Activity Day, Orienteering, etc.</li> <li>- Be Healthy Week activities across school</li> <li>- Aim for every child in KS1 &amp; KS2 to have the opportunity to attend Partnership events such as: Athletic Events Leeds Rhinos Coaching sessions (every term) Leeds Well Schools Events Pudsey Cluster Events</li> </ul>	<p style="text-align: center;">£1500</p> <p style="text-align: center;">£1000</p> <p style="text-align: center;">£500</p> <p style="text-align: center;"><b>£6000 total</b></p>	<p>Spring Term = 55 Summer Term = 57</p> <p>All KS2 pupils have attended free / subsidised activity days.</p> <p>Year 4 and Year 6 pupils attended residential activity trips.</p> <p>Due to Covid, there have still been restricted opportunities for pupils to attend competitions or cluster events, although we were unable to attend as many events, this started to increase over the year.</p> <p>Events attended: Girls Can Do Event (15 from YR5&amp;6) YR2 Athletics (all pupils – 28) KS2 Sports Hall Athletics (16 pupils) SEND Athletics (8 pupils) SEND Pickle Ball (4 pupils) Yeadon Tarn (all pupils in Years 5&amp;6)</p>	<p>Increase the opportunity for SEND pupils to attend events.</p> <p>Increase the number of events that children attend, particularly in Years 2 – 4 so that they are ‘ready’ for more competitive events in Years 5&amp;6.</p> <p>Class teachers to track number of children attending events.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
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:
<b>Provide opportunities for all KS2 pupils to participate in a competitive event.</b>	<ul style="list-style-type: none"> <li>- Attend interschool events in a range of sporting activities, enabling children to gain experience of 'have-a-go sessions in order to prepare for competitions</li> <li>- Increased opportunities for our pupils to take part in competitive sports.</li> <li>- Hold competitive team events within school (eg Sports Day, Wake Up and Shake Up Competition)</li> </ul>	<b>£700</b> (to support with staffing cover and transport)	In the academic year of 2021-22, there was an increase of pupils taking part in competitive sports. This is relatively lower than previous years as many pupils are not ready to compete competitively due to missed experiences and cancelled events. The focus is attending taster sessions where pupils can broaden their experiences and develop competitive experiences in a 'safe and supportive' environment.	As the school now has full KS2cohorts, there are more opportunities to develop teams that can access competitions. Provide more opportunities for pupils to access competitions both with other schools and as inter-school competitions. Widen the range of sports that pupils access competitions in.

Signed off by:	
Head Teacher:	Joanne Ponton
Date:	July 2022
Subject Leader:	George Fawcett
Date:	July 2022
Governor:	Joanne Boyne
Date:	July 2022