

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£17,762
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£ 17,750
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,750 plus £448 school funding

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>	
<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 2021.</p> <p>Please see note above</p>	57%
<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>	63%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	63%
<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: 2021/22		Total fund allocated: £17,750 plus £448 school funding		Date Updated: 14/07/2022	
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: 100%
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:
<ul style="list-style-type: none"> Development of well-planned and appropriately resourced PE lessons to engage children and make the best use of lesson time. Development of engaging and fun extra-curricular clubs. Planning appropriately resourced activities at break and lunch time, to increase activity rates. Training for staff so they can deliver the Daily Mile in all classes (15mins) to add to children's 30 minutes of activity within the school day. 	<ul style="list-style-type: none"> Use of sports coach, teachers and planning tool to plan lessons and engage all learners to the best of their potential. Regularly review current provision to highlight areas of improvement and development of new clubs. Continue to mentor Year 6 Sports leaders with the aim for them to run activities at lunch time for younger children. Work with Lunch time supervisors to develop game planning and delivery at Lunch times. 	£17,750 plus £448 school funding <ul style="list-style-type: none"> £17750 (Sports Coach salary) £149 (Planning tool) £200 (lunch time resources) 	<ul style="list-style-type: none"> Classes have planned where active lessons and Daily Mile can be implemented through the day, through using active planner heat maps. These are then displayed on class timetables. Children now understand the importance of pacing themselves around the track and showing perseverance <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> Pupils are more active in PE lessons - take part without stopping to rest. 		<ul style="list-style-type: none"> Continue to work closely with parents to increase the number of pupils who walk to school Daily mile firmly embedded in school day across all classes. Develop tool to monitor coloration in SAT results for children who regularly engage in PE and school sport. Continue to monitor activities and their effectiveness at lunch times Set a whole school competition in the

<ul style="list-style-type: none"> • Development of active lessons within classes. • Develop incentives to involve parents and families in order to develop activity levels before school, such as walk to school week • Provide targeted activities to engage and support the least active pupils • Educate children in the value and benefits of a healthy active lifestyle 	<ul style="list-style-type: none"> • PE subject leader to provide ideas for active lessons for EYFS, KS1 and KS2. • PE lead to be made aware of least active pupils. These pupils encouraged to attend after school sports clubs to try increase confidence and involvement. Speak to pupils identified about what activities they would like to see available at break and lunchtimes and staff on duty to oversee the implementation where applicable. • Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness, and well-being. 		<ul style="list-style-type: none"> • Attitudes to learning improved - better concentration in lessons. • During PE lessons, children are educated about the importance of leading healthy lifestyles. • Each year group will learn about healthy diets and lifestyles in Science or PSHCE, which will educate the children around leading a healthy lifestyle and understanding what they can do to promote a positive mental health. 	<p>autumn term which will run throughout the year.</p> <ul style="list-style-type: none"> • Continue to plan and run clubs which children are interested in.
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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: 100%</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>

<ul style="list-style-type: none"> • Role models - local sporting personalities are regularly invited into school so pupils can identify with success and aspire to be a local sporting hero. • Trophy cabinet in the corridor to raise the profile of PE and Sport and display achievements for children, visitors and parents. • Consistently celebrate Physical Activity, PE and sport across the life of the school to ensure that the whole school is aware of the importance of Physical Activity, PE and Sport and to encourage participation. • Teachers, TA's teach and running PE lessons and clubs to highlight to the children that members of staff share a passion for PE and sport. • Fundraising sport competitions run during the year to promote whole school values. • Use PE lessons and active lessons to make cross curricular links, links to our school learning muscles and to FBV. • To encourage outdoor learning as much as possible to support mental health and wellbeing. 	<ul style="list-style-type: none"> • Consistently include Physical Activity, PE and Sport in celebration assemblies every week (e.g. festival results, notable achievements in lessons) • Achievements put on the website and Twitter. • Develop active lessons in each class. • PE subject lead to plan with sports coach and class teachers to develop cross curricular and learning without lessons links • Children are encouraged to share in Honours assembly their own sporting achievements from outside of school. 	<p>£17,750 plus £448 school funding</p> <ul style="list-style-type: none"> • £17750 (Sports Coach salary) 	<ul style="list-style-type: none"> • Strong links with Bradford football clubs who regularly visit school and run fundraising events annually. • Strong link with local boxer who has promoted anti-bullying within school and developed a kindness award to give to children during celebration assemblies. • School website and twitter is updated with Sport and PE success. • More fundraising events planned for the 22/23 school year with Bradford City FC. <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> • Pupils are very proud to be involved in assemblies/win trophies for the cabinet which is impacting on confidence and self-esteem. • Increased self-esteem/confidence are having an impact on learning across the curriculum. • Overall improvement of success at inter-school sport festivals. 	<ul style="list-style-type: none"> • Develop PE display boards to display information about being an active school. • Develop tool to monitor coloration in SAT results for children who regularly engage in PE and school sport. • Learning without lessons and cross curricular links to PE are established across school. • Continue to invite sports men and women for class visits • Update trophy cabinet • Sports leaders are outside at break and dinner to encourage physical activity
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				100%
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:
<ul style="list-style-type: none"> In order to improve progress and achievement of all pupils the focus is on up-skilling the staff by gaining regular CPD from the full-time sports coach. Planning and assessment tools are easily available for staff through an online planning tool. Subject leader monitors teaching and learning of PE in order to assess its effectiveness. Continued investment in resources for the teaching of P.E. and after school clubs. 	<ul style="list-style-type: none"> Teachers work alongside qualified coach in PE PE subject leader to provide updates throughout the year in staff meetings. PE subject leader to plan and undertake a series of lesson observations and/or coaching to look at teaching, learning and assessment in physical education. Professional development in subject leadership for PE subject leader. Subject leader to monitor PE curriculum coverage, develop progression documents, assessment and create subject leader reports in order to assess the effectiveness of teaching and learning. 	£17,750 plus £448 school funding <ul style="list-style-type: none"> £17750 (Sports Coach salary) £149 (Planning tool) 	<ul style="list-style-type: none"> Better subject knowledge for both TAs and teachers, who are now confident to take a more active role in lessons/lunchtimes etc. Increased confidence and better subject leadership skills enabling the subject leader to lead professional learning for all staff. Subject leader is now more confident when undertaking lesson observations/team teaching - able to provide effective feedback and lead discussions. PE Subject leader and sports coach networks with colleagues at other schools to encourage ongoing sharing of good practice across schools. 	<ul style="list-style-type: none"> This will lead to sustainability as all staff will be supported to feel confident to deliver PE and Sport both within and outside the curriculum. PE subject Leader to support new staff in school with planning for delivery of physical education. PE subject Leader to identify any staff who need further support and to provide appropriate professional learning. Further professional learning opportunities for staff who request it. For example: Teachers to form into coaching pairs and carry out peer

				<p>observations to support continual learning.</p> <ul style="list-style-type: none"> • Staff will work together and share good practice, which will lead to better confidence all round • PE Subject Leader to monitor and to provide support as appropriate in order to ensure progress and achievement are maintained by all pupils. • PE subject leader to identify useful staff CPD. • Teachers to share what equipment is needed for their year group PE lessons. · Teachers to share with PE lead when equipment needs replacing.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

100%

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:

<ul style="list-style-type: none"> • Continue to offer a wider range of activities both within and outside school time in order to get more pupils involved. • Continue to purchase, high quality interesting and enjoyable equipment to use in lesson times and during lunch times to develop participation <p>Additional achievements:</p> <ul style="list-style-type: none"> ○ Success at cluster festivals ○ High participation in sport charity events ○ Sports leaders 	<ul style="list-style-type: none"> • Arrange a pupil survey to ascertain what pupils would like. • Monitor pupil participation and identify pupils who are not regularly taking part and identify if there are barriers to participation. • Develop extracurricular programme to include a wider range of activities for all year groups that appeal and meet the needs of all pupils formulated through consultation with pupils and pupil survey. • Ensure maximum uptake of our extra-curricular clubs to engage as many pupils in extra- curricular clubs as possible • Increase equipment available at playtimes and lunch times. 	<p>£17,750 plus £448 school funding</p> <ul style="list-style-type: none"> • £17750 (Sports Coach salary) • £450 (lesson resources) • £200 (lunch time resources) 	<ul style="list-style-type: none"> • 4 or more different activities offered each week (lunch time and after school) for each class with an average participation rate of 67% per class. • Sports clubs running each lunch time and 4 days after school. <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> • Behaviour has improved particularly at lunch times and this has led to improved learning in the afternoons • Very few instances of pupils not bringing kit to school. • 75% of pupils from Year 4 and 70% Year 6 say they enjoy the new Daily Mile and want to get involved in more activities. (Data from a recent survey, results on website). 	<ul style="list-style-type: none"> • Staff will work together and share good practice, which will lead to improved confidence and more staff keen to get involved thus ensuring the extra activities will not only continue but there will also be an expansion. • Assess the progress of each class to establish if broader experiences are enabling children to make good progress. • Support play workers with activities at lunch time/break time.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				100%
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:
<ul style="list-style-type: none"> Develop a love of competitive sport and a desire to represent our school An understanding of sportsmanship and the ability to display this when competing. Understanding of sporting tactics for different activities Develop teamwork and leadership skills. Introduce new sports/activities on offer for all children using the 'Pupil-Voice' survey. 	<ul style="list-style-type: none"> Regular opportunities for competitive sport and activities and break and lunchtimes Yearly school Sports Day Participation in inter-school competitions and festivals with other local schools. Lunch time clubs for KS1 and KS2 to be delivered by play leaders and lunchtime staff. 	£17,750 plus £448 school funding <ul style="list-style-type: none"> £17750 (Sports Coach salary) 	<ul style="list-style-type: none"> Increased participation in after school clubs Behaviour and attitude in PE lessons have improved Understanding of individual and team tactics have improved Evidence of good sportsmanship observed at break and lunchtimes. Pupils have been taught throughout the year by a PE specialist. This has excelled progress and achievement at competitions. 	<ul style="list-style-type: none"> Continue to plan competitive opportunities in lessons Continue to work with local cluster schools to plan festivals Investigate competitions in the local area Support play workers with activities at lunch time/break time

Signed off by	
Head Teacher:	<i>A Grant</i>
Date:	21/07/22
Subject Leader:	Lydia Gibson
Date:	14/07/22
Governor:	<i>David A Young</i>
Date:	20.10.22