

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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:

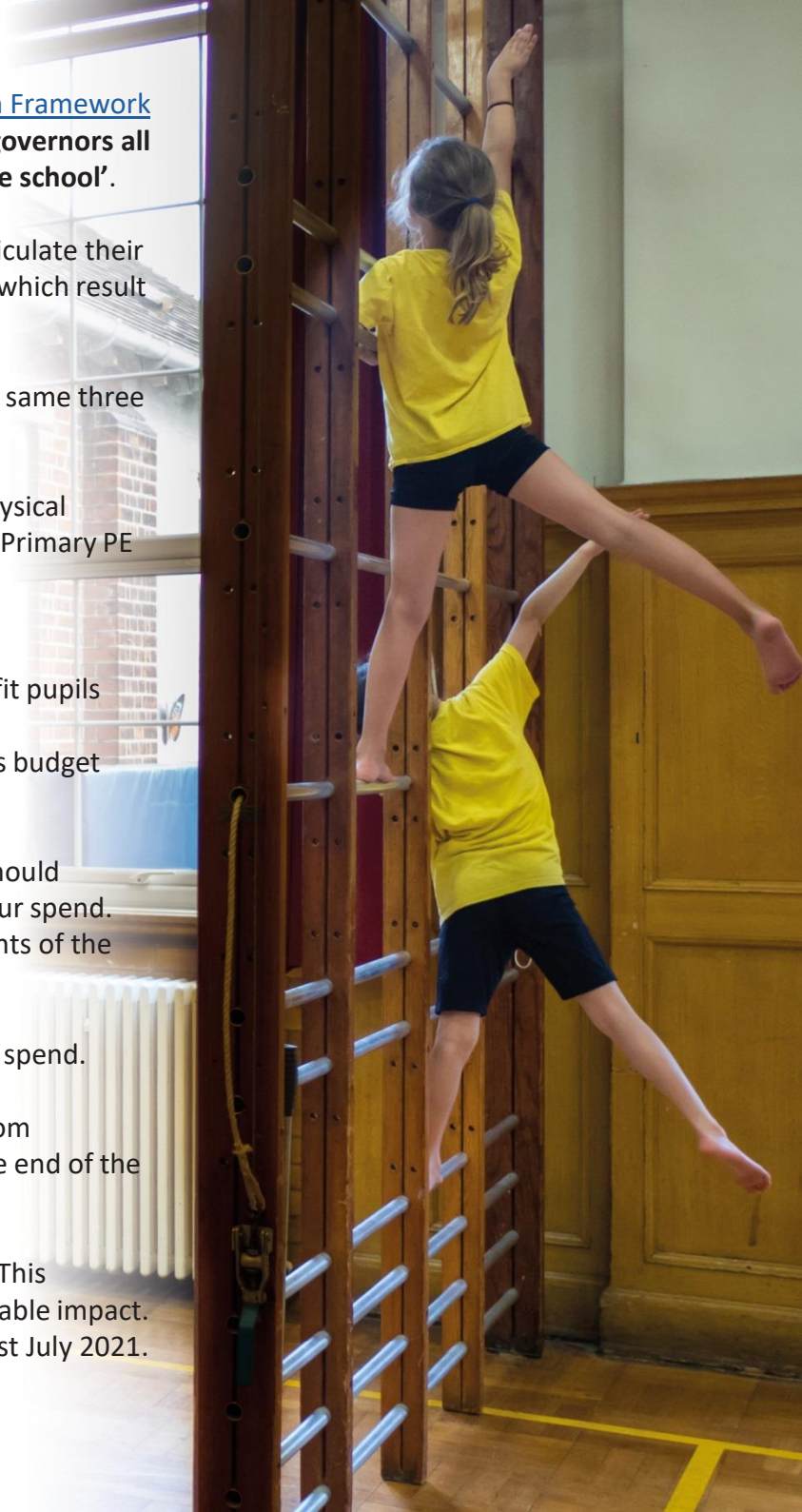
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 by the end of the summer term or by **31st July 2021** at the latest.

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](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
Established a connection with outside provider (ACES Education) Participation in virtual sports week Certificate achieved for virtual commitment to sport Providing teachers with good quality home learning challenges and resources School games virtual award for 2019/20	Continue to ensure that all staff are confident in teaching PE Raise the profile of sports leaders in school Continue to develop lunch time and after school clubs Develop competitive intra-sport opportunities across school Establish a new scheme of learning due to the change to mixed age group classes.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 £ 3,434.00

+ Total amount for this academic year 2020/2021 £ 21,014.00

= Total to be carried over from this total fund to 2021/22 £17,439.00

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 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.	90%
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 2021. Please see note above.	90%
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.	90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
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:	
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:
				%
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:
- Increase physical activity levels during break times and lunch times and increase the number of children taking part in organised sessions delivered by lunchtime supervisors. - Specialist coaches to deliver after school clubs (2x per week) which will be accessible for all pupils.	- Provide lunchtime supervisors with equipment boxes and collection of ideas/games/activities for pupil participation. - ACES to plan and deliver after school clubs. - ACES to work alongside PE subject leader to engage all pupils in physical activity (including SEND/PP children) - Club participation registers closely monitored to ensure less active pupils are encouraged to attend the clubs. - ACES and PE subject leader to seek other opportunities for outside extra-curricular		Covid-19 – Lunchtime supervisors were allocated one class bubble and equipment couldn't be shared. Lunchtime supervisors roles changed in order to accommodate staff isolations etc. Covid-19 – ACES didn't deliver lunchtime clubs due to school closures/bubbles etc.	PE subject leader will work alongside ACES to provide training for lunchtime supervisors to deliver lunchtime activities which are easily set up and minimal equipment used. ACES will plan and deliver a lunchtime club twice a week. The PE subject lead will gather pupil voice evidence which will lead to deciding which sports to deliver in the lunchtime clubs. Specialist sports coach will take a register for attendance which will enable PE subject leader to monitor activity levels and

	activities to take place during lunch and break times.			inactive children/ SEND participation and PP participation.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
- Continue to raise the profile of PESSPA (Physical Education, School Sport and Physical Activity). In line with the RSE curriculum (through the Jigsaw scheme) ensure all children understand the benefits of physical health and promote a positive mental wellbeing. - Continue to identify and ensure children who have been negatively impacted by Covid-19 benefit from active interventions. - Distribute half termly rewards for Physical Education per	- Work with RSE subject lead to ensure all teachers are establishing RSE within their curriculum once a week and following the Jigsaw scheme appropriately. - Teaching staff and SLT will discuss elements of Jigsaw which should be focussed on in RSE lessons and considering which elements are covered in PE lessons or Science lessons. - Inclusive health check to be completed. - ACES to plan and deliver after school clubs which are inclusive for all pupils. - Display photographs of pupils achieving in PESSPA	Jigsaw RSE curriculum - £1,075 Trophies -	Jigsaw curriculum purchased and training completed by all teaching staff. RSE has been delivered in all classes since the purchase. Staff have expressed positivity around the RSE curriculum and have evidenced positive impact on the pupils in the jigsaw journals/ memory books. Staff worked together in staff meeting to discuss the RSE objectives covered in jigsaw and ensured the objectives didn't cross over with Science and PE teaching. Inclusive health check completed by PE subject lead. Photographs of pupils displayed	PE subject leader will work with ACES staff to promote lunchtime clubs and after school clubs after gathering pupil voice evidence. PE subject leader will display photographs of pupils succeeding in PESSPA (in and out of school) on the whole school PE display. PE subject leader will attend the Wakefield PE conference which will upskill leader. PE leader will discuss findings with staff team. PE leader will complete a PE equipment audit and purchase

class and promote PESSPA through these rewards.	throughout school from Early Years Foundation stage to Year 6. - Attend Wakefield PE conference to upskill PE subject leader. - Look into purchasing new equipment to encourage and promote PESSPA throughout school.		on the PE display.	new equipment required to promote and engage pupils in PESSPA.
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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:
- Continue to increase and develop staff's confidence at teaching PE through school and continue to develop knowledge and skills in teaching a range of sports so that pupils can benefit from being taught to a good standard. - SSCO – Helen Cartwright to support PE lead.	- Specialist TA for PE to work alongside external coaches, when they are teaching in school, in order to be trained in delivering sports. This will be through the ACES mentoring scheme. - Specialist TA for PE to work alongside external coaches and PE subject leader in order to develop and broaden their knowledge of PE and sport. - Staff to be observed	ACES PPA cover	Specialist TA couldn't attend sessions after Covid-19 school closure due to her being unable to mix bubbles. This meant that she was unable to broaden her knowledge or complete any training through the ACES mentoring scheme. PE subject leader was unable to attend PE lessons to complete monitoring due to Covid-19 school closure and the inability to be present in other class bubbles.	ACES will work alongside specialist TA to complete the mentoring scheme. This will enable the TA to deliver clubs/sessions independently and upskill other staff across the school. PE subject leader will complete monitoring by observing staff teaching PE (once every term). Staff will complete a questionnaire based on their

	teaching PE. • Staff to complete questionnaire based on confidence when teaching PE. • PE passport scheme of work to be shared with staff. Lessons to show a clear progression of skills. • Use SSCO to increase confidence in being subject lead and to ensure subject lead role is implemented correctly.		PE subject leader purchased the PE passport scheme of work and shared this with teaching staff on the INSET day. Evidence of staff using the lesson plans has been observed by the PE leader.	confidence in teaching PE. New SSCO to be employed and PE subject leader will work alongside the new SSCO to discuss festivals and competitions.
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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	
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:
• Broaden the range of experience of sports and activities offered to all pupils through lunchtime and after school clubs. • FitBeat will combine movement and rhythm in an innovative fitness and music programme for Key Stage 1 pupils.	• ACES to provide a range of extra-curricular after school clubs (2x per week) • Analyse who is attending sports clubs and look at how to engage all pupils in either a lunchtime or after school sports club. • Complete an equipment audit and look into purchasing new	Fitbeat: £4320	Covid-19 – Lunchtime supervisors were allocated one class bubble and equipment couldn't be shared. Lunchtime supervisors roles changed in order to accommodate staff isolations etc. Covid-19 – ACES didn't deliver lunchtime clubs due to school closures/bubbles etc.	PE subject leader will work alongside ACES to provide training for lunchtime supervisors to deliver lunchtime activities which are easily set up and minimal equipment used. ACES will plan and deliver a lunchtime club twice a week. The PE subject lead will gather

	equipment needed to broaden the range of sports taught. • Ensure breaktime equipment boxes are established to widen the range of activities at break times. • Provide lunchtime supervisors with equipment boxes in order for them to deliver activities at lunch times. • Fitbeat instructor will provide practical and motivational activities to develop physical and musical skills. • Fitbeat instructor will promote a healthy body and mind through musical/ fitness activities.		Children in Key Stage 1 has a broader knowledge of rhythms and musical skills (pupil voice). Children in Key Stage 1 have performed routines and have benefited from increased confidence in performance (PE curriculum).	pupil voice evidence which will lead to deciding which sports to deliver in the lunchtime clubs. Specialist sports coach will take a register for attendance which will enable PE subject leader to monitor activity levels and inactive children/ SEND participation and PP participation.
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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:
Ensure that there is a high level of engagement in the participation of competitive sport through school and increase the number of pupils partaking in external or virtual sporting competitions.	- Continue to employ and co-ordinate with the Pyramid Sports Co-ordinator to organise pyramid sport and virtual competitions. - Teach children the different sports for the competitions – use the Pyramid Sports Co-ordinator and ACEs to assist with this. - Encourage children to take part in the wide range of pyramid sport and virtual competitions (including virtual sports day). - SSCO (Helen Cartwright) in place to organise and run competitions held at Horbury.	SSCO -	All competitions and festivals cancelled due to Covid-19. PE subject leader organised a virtual sports day which was attending by many pupils at home (evidence is shown in PE file).	New SSCO to be employed and PE subject leader will work alongside the new SSCO to discuss festivals and competitions held at Horbury.

Signed off by	
Head Teacher:	Georgina Haley

Date:	July 2021
Subject Leader:	Charlotte Reid
Date:	July 2021
Governor:	Mark Shelmerdine
Date:	July 2021