

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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0 School spent £20,964.66 in 2019/20 with £1,020.66 from DFC budget. All of sports premium allocation was spent
Total amount allocated for 2020/21	£17,580
How much (if any) do you intend to carry over from this total fund into 2021/22?	£2,340.76
Total amount allocated for 2021/22	£19,860.76
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,860.76

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	81%
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	81%

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What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	81%
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. - Specialist coaches to deliver after school clubs (2x per week) which will be accessible for all pupils. - SNA support for SEND children during PE sessions.	- ACES to plan and deliver after school clubs. - Develop a rota for classes to take part in lunchtime 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 activities. - Children with SEND	As part of SLA with ACES. Costs were included in total costs given below. £4,000 £3,527.34	Lunchtime clubs delivered even through Covid-19 times. Equipment for lunchtime/ break time boxes - £100 Children take part in lunchtime clubs and engage well in activities. Some children remain inactive at lunch times. Levels of disruption/poor behaviour decreased when playtime boxes (equipment) are distributed. SEND children are fully included	Ensure that lunchtime club registers and after school club registers are being completed accurately and consistently to monitor inactive/SEND/PP children Continue to monitor children that are chosen to represent school in festivals/competitions. Gain pupil voice responses – subject leader to gather ideas for after school clubs. Subject leader to gather staff questionnaires and to provide CPD opportunities for staff in areas they show less confidence in.

	supported to access PE. Support for children with EHCP's. 1-1 support in PE sessions.		in PE including those with physical needs. OFSTED inspection commented on how staff go over and above to include SEND pupils in all subjects of the curriculum.	
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 identify and ensure children who have been negatively impacted by Covid-19 benefit from active interventions. - Distribute half termly rewards for Physical Education per class and promote PESSPA through these rewards.	- 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 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.	£728 (bikes)	New bikes purchased for EYFS outdoor provision. Half termly awards (trophies) for PE distributed by subject leader. No costs – PTA funded. Photographs displayed on the PE display, showing how children have developed their skills in a variety of activities within PESSPA. New equipment purchased (Autumn 2 and Summer 2) £500 Promotion of women's sport through Women's Euros activities – these were distributed to each	Subject leader will continue with half termly PE awards to promote PESSPA across the school. Subject leader/headteacher will discuss the purchase of certificates/wrist bands to encourage teamwork/leadership/ effort in PE by awarding children with these awards. Subject leader will attend Wakefield PE conference.

			class and subject leader has evidence of class completion. Children's awareness of sport equality has developed through these activities.	
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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 – Kyle Dench 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 teaching PE. - Staff to complete questionnaire based on confidence when teaching PE. - PE passport scheme of	£6,346.49	Specialist TA for PE has delivered PE lesson alongside external coaches (ACES). This has been completed through the ACES mentoring scheme. Specialist TA has developed knowledge and skill set in PE and also keeps track of equipment requirements for PE to assist subject leader. PE passport scheme of work £200 purchased by school to assist teachers in their delivery of PE lessons. The PE passport scheme has aided teachers in their knowledge of PE and it has ensured quality teaching across all areas of the PE curriculum. Pupils enjoy the lessons (pupil voice).	Specialist TA will continue to provide PE support/provision alongside external provider. (This will be subject to staffing changes in the Spring term) Subject leader to gather staff questionnaires and to provide CPD opportunities for staff in areas they show less confidence in. This may include communicating/liasing with local secondary schools or our external provider. Subject leader will continue to implement the PE passport scheme of work as staff responses have been positive this year.

	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.		SSCO has been in contact with PE subject leader throughout the year to give support. Subject leader has valued this support and feels able to communicate with SSCO whenever it is needed.	Subject leader will continue to liaise with SSCO and will draw on knowledge of SSCO more frequently for assistance and support with subject leader role.
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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. • To develop a sports leaders programme to increase engagement, confidence and a variety of experiences for Year 5/6 pupils. Additional achievements:	• 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 equipment needed to broaden the range of sports taught. • Ensure breaktime equipment boxes are established to widen the	£4,000 (as stated above – total ACES costs for full academic year)	Lunchtime clubs have been provided by ACES throughout the academic year. These have been delivered twice per week on a class by class rota basis. Additional playtime/lunchtime club equipment has recently been purchased to support staff and behaviour at lunchtime. This also supports the increase of activity levels at break times Equipment has been placed in playtime boxes. £100 (as stated before) Subject leader has looked into developing leadership roles in	Subject leader to complete an equipment audit and ensure equipment is always provided for lessons and clubs. Subject leader to work alongside staff, ACES and children to improve engagement in after schools clubs (particularly SEND/PP) Subject leader to provide sports leaders training for some pupils and to implement this in the Autumn term.

	range of activities at break times. • PE lead to complete a sports leaders course. • Involve ACES and gain support to engage pupils in becoming sports leaders. • Pupils will take part in a sports leaders course.	school (sports leaders) with an aim to begin training some pupils in the Autumn term. Netball taster session was organised for Year 5/6 girls. The girls were given the opportunity to take part in the 'have a go' session. FREE through LA – Delivered by Peter Ward - Health Improvement Specialist, Schools	
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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 (liaise with SSCO – Kyle Dench)	- 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 (Kyle Dench) in place to organise and run competitions held at Horbury.	£500	Subject leader has liaised consistently with SSCO and has ensured that children in all classes have had the opportunity to take part in a sporting event/competition. Not all pupils have had the experience however, due to many being cancelled for Covid-19 reasons. ACES have helped the children to practise for competitions and festivals. As have the subject leader and specialist TA. Sports day took place and was organised by class teachers and PE subject leader. All pupils took part in competitive races. Pupil voice evidence shows that children who have competed in festivals/competitions enjoyed the experience. They said that they would like more opportunities for competition in school.	Subject leader will organise in-school competitions for pupils in a range of sports. These will include competitive and non-competitive opportunities. Subject leader will aim ensure every child in school has the opportunity to take part in a competition, whether this be competitive or non-competitive.

Total Spend - £15,201.83 – estimated carry forward £4,658.93. School currently looking at additional swimming sessions missed due to Covid 19.

Signed off by	
Head Teacher:	Georgina Haley
Date:	July 2022
Subject Leader:	Charlotte Reid
Date:	July 2022
Governor:	Emma Watson (Vice Chair)
Date:	July 2022