

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 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	£
Total amount allocated for 2020/21	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2021/22	£17,440
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 7,191

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

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?

N/A

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:		Date Updated: June 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:
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?:	
<ul style="list-style-type: none"> - Develop a number of opportunities for pupils to undertake daily physical activity throughout the school day and at home. - Ensure physical activity is encouraged at playtime. 	<ul style="list-style-type: none"> - Use Go Noodles in class before lessons and for brain breaks - Use the WOW Scheme to continue encouraging children to try and walk to school or at least park and stride. - Homework challenges to exercise more at home - Speak to lunchtime supervisors and ensure equipment is out for the children to access/encourage staff to support the children to play games when outside/use Go Noodles when there is a wet playtime - Use the ball court daily rota to ensure all children get the chance 		<p>£0</p> <p>£200</p>	<ul style="list-style-type: none"> - Improved fitness and concentration levels amongst all pupils - Increasing number of pupils being active at play times which results in improved behaviour across the school and readiness to learn when back in class. 	
Sustainability and suggested next steps:			<ul style="list-style-type: none"> - Continue to inform and promote free physical activities for parents to do at home with their child, e.g. GoNoodle, Jumping Jack, etc. - Give out the 'Real' log ins for parents to use at home - To continue to ensure that lunchtime staff are confident to support activities and build on their knowledge and confidence at lunch times- both inside for wet playtimes and outside 		

	to use the ball court with equipment at playtime			
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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	Sustainability and suggested next steps:
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?:
<ul style="list-style-type: none"> - To continue to ensure that all children are achieving age related expectations within PE. Provide opportunity to all children to achieve in as many different skills as they can - Display board in the hall regularly updated with achievements and rewards in PE - Play leaders to be trained to teach games and using the equipment appropriately. - To support the children with their health and well being. 	<ul style="list-style-type: none"> - Staff to use the Real PE, Real Gym and Real Dance programmes across Reception and KS1 and to use assessment tools to observe progress - Displays to be maintained and changed regularly - Equipment to be utilised and training for play leaders and children as sports leaders. - Purchase online 'Flat Stanley' First Aid training that can also be accessed from home. 	<p>£594</p> <p>£650</p>	<ul style="list-style-type: none"> - Children taught and supported with enthusiasm from staff with a passion for PE - Enhanced quality of teaching and learning - Improved behaviour and eagerness from pupils to do PE - Consistency throughout school

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:
<ul style="list-style-type: none"> - Improving progress and attainment by up-skilling current staff through CPD 	<ul style="list-style-type: none"> - Beyond the Physical to come and do a 'Deep Dive' to give feedback on teaching and develop confidence alongside - PE leader to provide updates in staff meetings after attending network meetings - Teachers and other staff members to observe good lessons of other practitioners/ sports coaches/ PE leader - To use the new Real Dance programme - CPD to be planned to upskill staff, and lunchtime supervisors - Equipment indoors and outdoors to be checked annually for safety standards 	<p>£2,100</p> <p>£200</p> <p>£170</p>	<ul style="list-style-type: none"> - Staff are now more confident when teaching Real Dance - Staff are more confident due to the 'Deep Dive' from Beyond the Physical - Subject leader more knowledgeable about the skills and areas for development in PE. - Better subject knowledge for all staff - Staff continue to be aware of the importance of physical activity - A clear structure to follow by using Real Dance, adults can adapt more to their class, as they become more confident 	<ul style="list-style-type: none"> - To have frequent CPD to upskill staff - For staff to continue to be able to observe good lessons of other practitioners, sports coaches, PE lead, etc.
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>

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"> - To continue to buy into local SSP to ensure continuity and growth of local infra-structure. For the children to be able to partake in a wide variety of activities. - To continue to be part of the Huddersfield Giants Community Trust - Staff to run after school clubs to give more children a chance to partake in a variety of physical activities 	<ul style="list-style-type: none"> - Opportunities for all of the children to try a variety of activities and equipment that may be new to them, e.g. balance bikes, multi-skills, mini gym equipment, dance mats, team building, Boccia. - A variety of skills being taught as well as the class teacher working alongside coaches in areas they may be less confident in - A visit to the Zone for children in Reception-Y2 for the children to partake in a range of different activities - Staff to run 'Fun and Games' club with children in KS1 to learn a variety of games to play in the outdoors at playtime or at home 	<p>£</p> <p>£2, 685</p> <p>£342</p>	<ul style="list-style-type: none"> - Children have tried something new that they may not have experienced at home, resulting in children asking to use different equipment and eager to complete physical activities - Children are more confident in using a range of equipment - Teachers confidence has improved by observing different coaches and different activities. - Children's experiences of different sports. - Children have learnt new active to play and are eager to partake in physical activity 	<ul style="list-style-type: none"> - To continue to hire different coaches to develop the skills of the children and be involved in the SSP - To continue to have different physical after school clubs to develop further skills

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:
- For children to partake in intra competitions between schools to develop the importance of team work, communication, ambition, attitude and academic achievement	- Multi-skills events to be arranged with local schools from Reception to Year 2 and SEND.	£250	Children will have the opportunity to compete and take part in sporting activities with children from other schools. Headfield school to help with supervision with young sports leaders	

Plans to replace large climbing equipment in the Autumn term 2022.

Signed off by	
Head Teacher:	D.A Douglas
Date:	20.7.22
Subject Leader:	K. Carter
Date:	20.7.2022
Governor:	
Date:	22.7.2022